

大学英语听力实训教程

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内 容 简 介

《大学英语听力实训教程》是一本秉持“自主训练、快速提高”理念编写的听力技能实训教材。本书旨在通过训练,使学生听懂一般日常英语会话,篇幅较长、语速中等的英语广播和其他语音材料,并能理解用英语讲授的专业课程。本书分为8个单元,每个单元分为3个部分,包括语音训练、交际训练和听力技巧训练。每个单元包含大量辨音、模仿读音、听写、对话理解和短文理解等多项练习。每个单元配有语音讲解、常用交际用语和听力技巧讲解。

本书既可作为高等院校非英语专业的教学用书,也是英语爱好者的有益读本。

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前言

《大学英语听力实训教程》严格依照最新大学英语《教学指南》编写，是一本秉持“自主训练、快速提高”理念编写的听力实训教材，旨在帮助学生攻克听力难关。本书结合英语听力学习的特点，制订了科学合理的训练计划，实战训练由易到难，逐渐提高学生的听力水平。

大学英语《教学指南》提出，“大学英语的教学目标是培养学生的英语应用能力，增强跨文化交际意识和交际能力，同时发展自主学习能力，提高综合文化素养，使他们在生活、学习、社会交往和未来工作中能够有效地使用英语，满足国家、社会、学校和个人发展的需要。”

在英语听、说、读、写、译应用能力中，听的能力排在首位，听力能力是集口语能力、理解能力、词汇量、语法知识和文化常识等要素为一体的综合能力。听力能力的提高是一个循序渐进、持之以恒的过程。目前，中国学生的听力水平远远落后于阅读水平及英语平均水平，急需通过大量训练得以提高。

听力和口语联系密切，发音是否标准直接影响听力能力，发音不标准的学生很难准确获取听力信息，无法就听到的信息在自己已有的语言存储中找到对应的词语。英语中经常运用弱音、省音、同化和连读等方式，缩短非重读音节所需的时间，以保持英语的自然节奏。因此，本书增加了语音部分的训练，确保在发音准确的基础上，掌握句

子的重音、节奏和语调。

本书重点训练听力技能的各个方面，主要特点如下：

1. 听力素材来源于现实生活中的语言材料，精选最新、最热门的话题，内容涵盖经济、科技、教育、体育、文化等多个领域，实用新颖，展示话题与时俱进。

2. 围绕单元主题内容，加强听力技能训练，逐步培养学生的快速反应能力、准确的语音辨别能力、推理分析能力和记录记忆等能力。

3. 训练的步骤：从听辨入手，进而模仿，以达到自然习得的目的。体例编排新颖，适合课堂教学和自主学习。

通过《大学英语听力实训教程》的训练，学生能听懂一般日常英语对话，能基本听懂题材熟悉、篇幅较长、语速中等的英语广播和其他语音材料，掌握中心大意，抓住要点和相关细节，并能听懂使用英语讲授的专业课程或与未来工作岗位、工作任务相关的口头介绍。

本书后附有测试题和录音文稿。录音和练习答案可以通过扫描二维码获得。

本书编写成员均是来自一线的英语教师，本书是他们多年教学经验的总结。由于编写时间仓促，书中或存疏漏和不足，敬请广大读者批评指正！

编 者

2018年5月

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Unit 1 College Life

Part A Phonetics Sound Recognition

Learning Points

It is important to distinguish between similar sounds while listening. Names like Jean and Jane, figures like eighteen and eighty can sound alike and confusing.

I. Direction: You'll hear one word read from each group. Listen carefully and circle the letter beside the word you hear.

- | | | | |
|----------------|------------|-------------|------------|
| 1. A. deed. | B. did. | C. dead. | D. dad. |
| 2. A. seat. | B. sit. | C. set. | D. sat. |
| 3. A. lead. | B. lid. | C. led. | D. lad. |
| 4. A. meat. | B. mitt. | C. met. | D. mat. |
| 5. A. sad. | B. send. | C. sand. | D. said. |
| 6. A. sigh. | B. shy. | C. thigh. | D. child. |
| 7. A. soak. | B. shock. | C. thought. | D. chalk. |
| 8. A. sip. | B. ship. | C. thick. | D. chip. |
| 9. A. foot. | B. fog. | C. fought. | D. food. |
| 10. A. mood. | B. mop. | C. more. | D. moon. |
| 11. A. heat. | B. hut. | C. hat. | D. hot. |
| 12. A. better. | B. bitter. | C. batter. | D. butter. |

- | | | | |
|--------------|----------|------------|----------|
| 13. A. lark. | B. lurk. | C. look. | D. lock. |
| 14. A. pit. | B. peat. | C. pet. | D. pat. |
| 15. A. cut. | B. cart. | C. caught. | D. cook. |

II. Directions: You'll hear some sentences. Listen carefully and circle the letter beside the word you hear in the sentence.

- | | |
|----------------|-------------|
| 1. A. Miss. | B. Mrs. |
| 2. A. 20th. | B. 28th. |
| 3. A. sell. | B. sail. |
| 4. A. Mary. | B. married. |
| 5. A. ball. | B. bowl. |
| 6. A. talk. | B. took. |
| 7. A. bitter. | B. better. |
| 8. A. lift. | B. gift. |
| 9. A. walking. | B. working. |
| 10. A. cock. | B. clock. |

Part B Communicative Function Greetings and Introductions

People greet each other when they meet. And in meeting new people it is common to introduce oneself and be introduced by others. This exercise focuses on different ways to greet people and to make introductions.

Useful Expressions for Greetings and Introductions

Greetings

How are you doing?

How is everything?

How are you getting on these days?

How's it going?

Hey, what's up new?

It's a pleasure to meet you.

Making Introductions

I'd like to introduce my friend to you.

May I have the pleasure of introducing my classmate to you?

May I take the opportunity to introduce myself?

Allow me to introduce myself.

My name is Bill Bates.

I. Directions: Listen and complete the dialogue.

Dialogue 1

Bill: Mum, I've brought one of my friends.

Mother: Ask him in, Bill.

Bill: 1) _____, Tim. Mum, 2) _____, my roommate.

Mother: Hello, Tim, 3) _____.

Tim: 4) _____, Mrs. Brown?

Bill: And 5) _____, Jane.

Dialogue 2

Jack: Hi, Linda.

Linda: Hello, Jack. 6) _____?

Jack: Great, thanks. How about you?

Linda: Fine, thanks. 7) _____?

Jack: I'm heading for the Sports Center.

(Professor Smith is coming towards them.)

Linda: Oh, Jack, 8) _____ Professor Smith. Mr. Smith, 9) _____ Jack. Jack, this is Professor Smith.

Smith: 10) _____, Jack?

Jack: How do you do, Mr. Smith? 11) _____.

Smith: 12) _____, Jack. Are you and Linda in the same class?

Jack: Yes, we're both in Professor Jones's English class.

Linda: Jack is a very good football player and he has played it for years.

Smith: Has he? I like watching football games.

Jack: 13) _____, Mr. Smith?

Smith: Yes, I will. Thank you.

Jack: Excuse me, I have to leave now. 14) _____, Professor Smith.

Smith: 15) _____.

II. Directions: You're going to hear some sentences. Repeat each sentence you hear. Then listen again and write down the sentence.

1.

2.

3.

4.

5.

Part C Close Listening

Learning Points

Listening Skills: Predicting

Predict the topic and question. Predicting helps you to know what kind of conversation, talk or passage it is, so you can picture it in your head before listening. Try to look through each section in the time you are given and make sure you have an idea of who is speaking to whom, what the context is and what is going to be talked about.

Words and Phrases

car dealer: *n.* 汽车经销商

zoologist: *n.* 动物学家

personality: *n.* 个性; 品格

scholarship: *n.* 奖学金

authority: *n.* 权威; 权力

acknowledge: *vt.* 承认

I. Directions: You're going to hear 10 short conversations. Listen carefully and choose the right answer to each question you hear.

1. A. At a clinic.

- B. In a supermarket.
 - C. At a restaurant.
 - D. In an ice-cream shop.
2. A. In a hotel.
- B. At a dinner table.
 - C. In the street.
 - D. At the man's house.
3. A. Repairman.
- B. Taxi driver.
 - C. Salesman.
 - D. Car dealer.
4. A. Photographers.
- B. Zoologists.
 - C. Students.
 - D. Painters.
5. A. The students are going to attend a conference.
- B. The students are going to take a test.
 - C. There won't be a test this afternoon.
 - D. The teacher postponed the conference.
6. A. He refused to drive her.
- B. He is glad to drive her.
 - C. He forgot his driver's license.
 - D. He has a new car.
7. A. She'll go to her brother's office.
- B. She'll go to the market.
 - C. She'll stay for supper at her friend's.
 - D. She'll go back home.
8. A. Catch a cold.

- B. Sit next to the bus stop.
 - C. Fix his torn sleeve.
 - D. Hurry to get on the bus.
9. A. Give Jane's friend a call.
- B. Go to Jane's friend's place.
 - C. Tell Jane that it is really late.
 - D. Try to call Jane one more time.
10. A. He is very forgiving and tolerant.
- B. He probably has a poor memory.
 - C. He is well liked by his customer.
 - D. He has been introduced to the staff.

II. Directions: Listen and answer questions.

1. Do we have to sound like a native speaker of English when we speak?
2. Does the teacher spend much time on pronunciation exercises in class? Why or why not?
3. What does the speaker sometimes do on his own to improve his pronunciation?

III. Directions: You're going to hear three passages. Listen carefully and choose the right answer to each question you hear.

Passage 1

1. A. His age and appearance.
 - B. His personality.
 - C. His scholarship.
 - D. His attitudes toward his students.
2. A. No. He should be very careful not to make any mistakes.
- B. Yes. Because no one can be perfect.

- C. No. He should always be the authority to his students.
 - D. Yes. But he should be willing to learn.
3. A. Mutual respect.
- B. Mutual encouragement and help.
- C. Mutual aid and affection.
- D. Mutual support and inspiration.
4. A. He views them as talented young people.
- B. He views them as different from each other.
- C. He views them as self-centered individuals.
- D. He views them as understanding and respectful individuals.
5. A. An ideal teacher should always set an example for his students.
- B. Students should never expect their teachers to be ideal.
- C. Teachers and students benefit from each other in the process of teaching and learning.
- D. Those who are trying to improve themselves constantly are ideal teachers.

Passage 2

1. A. A doctor.
- B. A nurse.
- C. A professor.
- D. A student.
2. A. Suggestions for improving the school hospital.
- B. How to make medical appointments.
- C. What to do in case of illness.
- D. What makes up healthy life.
3. A. Take plenty of medicine.
- B. Call the doctor.
- C. Come to the clinic.

- D. Get proper exercise.
- 4. A. Join a sports organization.
- B. Try a new routine occasionally.
- C. Keep regular hours to avoid tiredness.
- D. Cut down on activities when sick.

Passage 3

- 1. A. Getting up early in the morning.
- B. Getting to classes on time.
- C. Managing his time.
- D. Keeping his scholarship.
- 2. A. By failing in getting his degree.
- B. By worrying about losing his scholarships.
- C. By crying in the professor's office.
- D. By having to do extra assignments.
- 3. A. In high school, the speaker seldom completed his homework.
- B. The speaker worked very hard in his freshman year.
- C. The speaker has realized that graduating is more important than having fun.
- D. The speaker failed to keep his scholarship because of his poor grades.

Unit 2 Holidays

Part A Phonetics Consonant Clusters

Learning Points

It is important to string together two, three or four consonants with no vowel between them, e. g. /sl/, /br/, /kt/ etc. Consonant clusters are very important in English pronunciation, and grasping this point is efficient to improve listening ability.

I. Directions: Listen and repeat.

1. bleach	pleach	breech	preach
2. blade	played	braid	prayed
3. blaze	plays	braise	praise
4. glaze	clays	graze	craze
5. glows	clothes	grows	crows
6. angle	ankle	anger	anchor

II. Directions: Listen to the following words carefully. Write down and point out whether the pairs of words you hear contain the same or different consonant clusters.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

5. _____

6. _____

7. _____

8. _____

III. Directions: Listen for the missing words and write them in the blanks.

1. Please call an ambulance. That man is _____.
2. Where shall I put these _____?
3. How did the publisher react to the _____ you give him?
4. We thought you were having a heart attack when you gasped and _____ your hand to your _____.
5. In the _____ of an eye, we were on the _____ of disaster.
6. Don't _____ at me, I'll _____ my hair if I want to.

Part B **Communicative Function Making, Accepting and Declining Invitations**

Sometimes, we have a situation and have to invite some friends to come. There are many situations that probably happen in our daily life, such as meeting, birthday party, graduation party etc. Of course, we have to make an invitation for our guests. There will be two answers for them who are invited by us, they may come or accept the invitation and they may not come or decline the invitation. This exercise focuses on different ways to make invitations and to accept or decline invitations.

Useful Expressions for Making, Accepting and Declining Invitations

Making Invitations

I would like to invite you to...

I was wondering if you'd like to...

Would you like/care to...

I would be delighted if you...

Accepting Invitations

Thank you very much for inviting me.

That's very kind of you to invite me.

Thanks for your invitation. I'd be delighted to...

Yes, thank you. That would be great/wonderful.

We'd like very much to...

With the greatest pleasure.

Declining Invitations

Thank you very much for inviting me. I'd really like to, but I...

Thank you so much. I wish I can. But I...

It's so nice of you to invite me. I'd love to, but I am afraid I can't...

I. Directions: Listen and Complete the Dialogues

Dialogue 1

A: What are you doing tomorrow?

B: I) _____. Why?

A: Do you want to see the new Ice Age movie?

B: 2) _____ ! What time?

A: 8: 00 p. m. 3) _____ at 7?

B: That'd 4) _____.

A: See you tomorrow.

B: See you.

Dialogue 2

A: 5) _____ this weekend?

B: I believe so.

A: 6) _____ if you'd like to go to a concert with us. We have an extra ticket.

B: 7) _____ ! Where is it and what time?

A: 7:30 Friday night at the Grand Theater.

B: 8) _____. Thank you so much!

A: You're welcome.

Dialogue 3

A: I'm thinking of going to the mall to buy some clothes. 9) _____?

B: I'd love to, but 10) _____. I have an exam next Tuesday.

A: But today is Friday. You have four days!

B: OK. I'll go with you.

A: Great. 11) _____ in the mall after shopping?

B: 12) _____.

A: 13) _____ go skating after dinner?

B: I'm sorry, but I can't. I should get back to studying after dinner. 14) _____.

A: All right. I understand. We'll just shop and 15) _____ then.

B: Sounds great.

II. Directions: You're going to hear some sentences. Repeat each sentence you hear. Then listen again and write down the sentence.

1.

2.

3.

4.

5.

Part C Close Listening

Learning Points

Listening Skills: Using background knowledge/common sense

Background knowledge is what you bring to any learning situation. In most cases you need knowledge to gain knowledge. Background knowledge activates a set of expectations that help you to interpret what is heard and anticipate what will come next. It usually makes learning easier, improves listening comprehension, increases the accuracy of inferences you make from what you've heard and enhances your problem solving abilities.

Words and PhrasesBangkok: *n.* 曼谷 (泰国首都)Bogota: *n.* 波哥大 (哥伦比亚首都)Moscow: *n.* 莫斯科 (俄罗斯首都)Kyoto: *n.* 京都 (日本城市)itinerary: *n.* 旅程, 路线board: *vt.* 上 (飞机、车、船等)

the Golden Pavilion 金阁寺

Heian Jingu Shrine 平安神宫

commemorate *v.* 庆祝, 纪念

go sledding 乘雪橇

I. Directions: You are going to hear some talks. Listen and fill out the table with information you've heard. Write only 1 word or number in each numbered box.

Talk 1: You will hear a weather report.

The World Weather Forecast			
<i>Places</i>	<i>Weather Condition</i>	<i>Minimum Temperature(°F)</i>	<i>Maximum Temperature(°F)</i>
Bangkok	Cloudy	75	1)
Bogota	2)	3)	56
Moscow	4)	48	5)

Talk 2: You will hear an announcement by a tour guide.

A Tour Arrangement to Kyoto	
Time for Leaving	9:15
Golden Pavilion Constructed (Year)	1)
Departing Time from Ryoanji Temple	2)

Lunch Finished (Time)	12:45
Heian Jingu Shrine Constructed(Year)	3)
Type of Shopping Area of Gion	4)
Kind of Place of Nijojo	5)
Time to Meet at the Bus	6)

II. Directions: You're going to hear an interview. Listen carefully and choose the right answer to each question you hear.

- A. At a shopping center.

B. At a local school.

C. In a city market place.
- A. They go out to eat at a restaurant.

B. They visit close relatives.

C. They go to see a movie.
- A. Turkey.

B. Ham.

C. Chicken.
- A. It's a time when people exchange gifts with friends, family, and teachers.

B. It's a holiday when friends give gifts during an elaborate dinner.

C. It's a day when people think of others without waiting for a gift in return.
- A. Receiving presents from classmates.

B. Having a vacation from school.

C. Sleeping late every day.

III. Directions: You're going to hear three passages.

Passage 1: Listen carefully and choose the right answer to each question you hear.

- A. The possible origin of St. Valentine's Day.

- B. The love story of a Christian named Valentine.
 - C. A story about Valentines.
 - D. An unusual holiday.
2. A. He performed a lot of Christian marriages.
- B. He fell in love with a Christian girl.
 - C. He refused to accept the Emperor's offer.
 - D. He sent a love letter to the daughter of a prison guard.
3. A. To celebrate the holiday.
- B. To mark Valentine's birthday.
 - C. To express their admiration for each other.
 - D. To show their love and affection.

Passage 2: Listen carefully and choose the right answer to each question you hear.

1. A. He was an office worker.
- B. He was the owner of a private business.
 - C. He was a company manager.
 - D. He was a school principal.
2. A. Her husband's business.
- B. Her husband's health.
 - C. Her husband's relation with his secretary.
 - D. Her husband's authority in the company.
3. A. That her husband wouldn't like to take a vacation.
- B. That something terrible might happen to the business.
 - C. That her husband's vacation might be spoiled.
 - D. That her husband would have a plan of his own.
4. A. Because she wanted Mr. Young to guess what it was.
- B. Because she didn't want to spoil Mr. Young's vacation.
 - C. Because she was afraid that the letter would be read by Mrs. Young.

- D. Because she forgot to mention it.
5. A. Mr. Young was an intelligent businessman.
B. Mr. Young had a stupid secretary.
C. Mrs. young was a considerate wife.
D. Mrs. Young was a sensitive woman.

Passage 3: Listen and decide whether the statements are true or false. Write “T” or “F” in the brackets.

1. Chinese New Year has been celebrated in the UK with an enormous circus in Trafalgar Square. ()
2. There are more Cantonese speakers in Britain than Mandarin speakers. ()
3. The first Chinese immigrants to the UK were sailors. ()
4. There are a handful of events celebrating the Chinese New Year in London. ()

Unit 3 Shopping

Part A Phonetics Sound Recognition

Learning Points

Articles, pronouns, prepositions, conjunctions, auxiliary verbs in English are usually not stressed in speech unless for emphasis. Sometimes, a content word may also be unstressed if it is placed between two strong stressed words. In these situations, we use their weak forms to pronounce them.

I. Directions: The following exercise is for you to recognize the weak forms of certain words. Listen to the following ten phrases carefully. Repeat what you hear and supply the missing words in the blanks.

1. not _____ school
2. listen _____ write
3. on _____ campus
4. _____ information
5. _____ cup _____ coffee
6. away _____ home
7. early _____ boring
8. fond _____ reading
9. just _____ well

10. good _____ nothing

II. Directions: You will hear five sentences. Repeat what you hear and supply the missing words in the blanks.

1. We'll _____ picnic lunch by the seaside.
2. Why don't you _____ and join _____ drink at the bar next door?
3. You wanted to _____ secret, didn't you?
4. _____ beautiful, practical or something else?
5. Housing _____ improved enormously.

III. Directions: Listen to the following monologue and supply the missing words in the blanks.

I 1) _____ \$600 a month to pay for housing, food, 2) _____ books and I 3) _____ afford a pack of cigarettes—that's how 4) _____. So, when they raised the rent from \$265 to \$275, I 5) _____ get out. I study 6) _____ so I need a room with a good big window 7) _____ so a new room 8) _____. As luck 9) _____, though, a friend of mine 10) _____ place to share an apartment 11) _____ I got his. It's only \$260 a month 12) _____ little kitchen too, 13) _____ cook some of my food instead of having to eat at restaurants.

I figure with the five dollars 14) _____ rent and another \$50 I'll save cooking my own food, I might be able to go to the movies now 15) _____ ask out a boy on a date. Things are looking up.

Part B Communicative Function Making Requests and Enquiries

People make requests to ask others to do something for them and they enquire

others for information. This exercise focuses on different ways to make requests and enquiries.

Useful Expressions for Making Requests and Enquiries

Making Requests:

Can you...?

Could you...?

Could you possibly...?

Will you...?

Would you mind...?

Making Enquires:

May I ask...?

I am wondering whether/if...?

Could you tell me...?

Would you mind telling me...?

Do you mind if I ask...?

I. Directions: Listen and complete the dialogues.

Dialogue 1

A: Hello.

B: Hi, Mandy. It's Jill. I'm still at work.

A: Work? I thought you got off work at 4:00.

B: I was supposed to but I had to 1) _____. Listen. I'm running late. Could you do me a favor?

A: Sure. Anything. What do you need?

B: I'm having some friends over for a BBQ tonight. Could you 2) _____ for me?

A: I'll do that right now. Anything else?

B: Nope. That's it. Oh. By the way, I'll be stopping by the store on the way home. Do you need anything?

A: Yeah. Actually, I do. We 3) _____. Would you mind picking some up 4) _____?

B: No problem. I should be home in an hour. See you soon.

A: Actually, I'll probably be gone by the time you get here. I'm 5) _____.

B: OK then. See you later tonight. Have fun.

Dialogue 2

David: Good morning, can I speak to Mr. Iverson, please?

Secretary: 6) _____, please?

David: David Williams.

Secretary: 7) _____. I'll see if Mr. Iverson is available...Please speak on. Mr. Iverson is 8) _____.

David: Hi Michael, how are you?

Michael: Hello, David, I'm fine. How are you?

David: Fine, thanks. I need your help. Could you lend me some money, please?

Michael: How much?

David: Three hundred dollars.

Michael: Certainly. 9) _____?

David: I'll come myself. I'll be there in half an hour. Thanks Michael.

Michael: Most welcome. See you then.

Dialogue 3

Operator: Good afternoon, 311. How can I help you?

Marina: Hello, 10) _____, and I need some information.

Operator: Yes, when will you be arriving?

Marina: On April 1st. How can I get to Manhattan from the airport?

Operator: 11) _____?

Marina: Lagoonia Airport.

Operator: You can take M60.

Marina: Where in Manhattan does it go?

Operator: The M60 goes to the west side and the east side. 12) _____?

Marina: At 10:00 a. m.

Operator: The M60 13) _____ in the morning.

Marina: My last question: what color is the bus?

Operator: Blue and white. Now I have some questions for you. Who told you about 311, and why are you coming to New York City?

Marina: My friend told me about 311 and I'm traveling to New York City 14) _____.

Operator: 15) _____ and good luck with the interview!

Marina: Thank you.

II. Directions: You're going to hear some sentences. Repeat each sentence you hear. Then listen again and write down the sentence.

1.

2.

3.

4.

5.

III. Directions: You are going to listen to a conversation and complete the following exercises.

Task 1: Please listen to the first part of the conversation and complete the notes below from questions 1) ~ 5). Write *no more than two words and/or a number* for each answer.

Transport from Bayswater

Example Answer

Destination Harbor City

Express train leaves at 1) _____

Nearest station is 2) _____

Number 706 bus goes to 3) _____

Number 4) _____ bus goes to station

Earlier bus leaves at 5) _____

Task 2: Please listen to the second part of the conversation and complete the table below from questions 6) ~ 10). Write *no more than one word and/or a number* for each answer.

Transport	Cash fare	Card fare
Bus	6) \$ _____	\$1. 5
Train (peak)	\$10	\$10
Train (off-peak) —before 5:00 p.m. or after 7) _____ p. m.	\$10	8) \$ _____
9) _____ ferry	\$4. 5	\$3. 55
Tourist ferry (10) _____)	\$35	—
Tourist ferry (whole day)	\$65	—

Part C Close Listening

Learning Points

Listening Skills: Distinguishing Sounds

Words that sound similar or the same can be confusing. They make the listening challenging if the listener is not alert to such kinds of words. The following are some often-used words with similar pronunciation or same pronunciation.

Words with similar pronunciation: pie vs. pine, tie vs. tine, pole vs. pull, poke vs. pork, pat vs. pet, van vs. vain, win vs. wing, fourteen vs. forty, fifteen vs. fifty.

For this type of words, the distinction of the pronunciation of some vowels and consonants can be very important. More practice will help the listener be alert to distinguish them.

Words with same pronunciation: pea vs. pee, sigh vs. thigh, die vs. dye, steel vs. steal, plain vs. plane, flu vs. flue, rain vs. reign, rap vs. wrap, complement vs. compliment, council vs. counsel, fair vs. fare, ail vs. ale, baron vs. barren, beat vs. beet, hair vs. hare.

For this type of words, the understanding of the information is quite crucial. For example, she was dressed simply in a ____ (plain/plane) black dress. In this sentence, “plain” must be the right word.

Words and Phrases

gangster: *n.* 流氓

traveler's check 旅行支票

personal check 个人支票

I. Directions: You're going to hear some prices. Listen carefully and choose the one you hear.

- | | | |
|-------------------|---------------|---------------|
| 1. A. \$2. 15. | B. \$2. 05. | C. \$2. 50. |
| 2. A. \$7. 40. | B. \$7. 14. | C. \$7. 44. |
| 3. A. \$22. 18. | B. \$28. 12. | C. \$22. 80. |
| 4. A. \$15. 13. | B. \$15. 33. | C. \$15. 30. |
| 5. A. \$40. 16. | B. \$46. 14. | C. \$41. 60. |
| 6. A. \$84. 90. | B. \$89. 40. | C. \$88. 19. |
| 7. A. \$60. 90. | B. \$60. 19. | C. \$60. 09. |
| 8. A. \$113. 70. | B. \$130. 17. | C. \$131. 07. |
| 9. A. \$270. 50. | B. \$217. 50. | C. \$270. 15. |
| 10. A. \$580. 52. | B. \$508. 25. | C. \$518. 05. |

II. Directions: You're going to hear some short conversations. Listen carefully and choose the right answer to each question you hear.

- A. Trying to sketch a map.

B. Painting the dining room.

C. Discussing a house plan.

D. Cleaning the kitchen.
- A. She is tired of the food in the canteen.

B. She often eats in a French restaurant.

C. She usually takes a snack in the KFC.

D. She is very fussy about what she eats.
- A. Listening to some loud music.

B. Preparing for an oral examination.

C. Talking loudly on the telephone.

D. Practicing for a speech contest.

4. A. The man has left a good impression on her family.
B. The man can dress casually for the occasion.
C. The man should buy himself a new suit.
D. The man's jeans and T-shirts are stylish.
5. A. Grey pants made from pure cotton.
B. Fashionable pants in bright colors.
C. 100% cotton pants in dark blue.
D. Something to match her brown pants.
6. A. Its price.
B. Its location.
C. Its comfort.
D. Its facilities.
7. A. Travel overseas.
B. Look for a new job.
C. Take a photo.
D. Adopt a child.
8. A. It is a routine offer.
B. It is new on the menu.
C. It is quite healthy.
D. It is a good bargain.
9. A. Brother and sister.
B. Husband and wife.
C. Mother and son.
D. Father and daughter.
10. A. The man's wife heads the mobile phone division.
B. The man's wife is up for the next promotion.
C. The man's wife wasn't promoted.
D. The man's wife promoted someone with more experience.

III. Directions: You are going to listen to some long conversations. Listen carefully and choose the right answer to each question you hear.

Conversation 1

Questions 1 to 6 are based on the conversation you have just heard.

1. What is the name of the store?

A. Arby's.	B. Angie's.
C. Angelo's.	D. Sheri's.
2. How many racks of clothes are on sale?

A. One.	B. Two.
C. Three.	D. Four.
3. When Marianne sees the sweater, she likes it. But she would prefer _____.

A. a smaller size.	B. a larger size.
C. a green one.	D. a red one.
4. A fitting room is a place where you _____.

A. buy clothes.	B. make clothes.
C. try on clothes.	D. hide clothes.
5. Marianne's credit card is almost maxed out so _____.

A. she will use it to buy the sweater.	B. she will write a check instead.
C. she cannot buy the sweater.	D. she will use a different credit card.
6. Which item is not an I. D.?

A. A driver's license.	B. A student card with a picture.
C. A passport.	D. An essay about English.

Conversation 2

Questions 7 to 10 are based on the conversation you have just heard.

7. What is the person trying on in the dressing room?

A. Pants.	B. Jacket.
-----------	------------

- C. Sweater. D. Shirt.
8. How can this person save 10% off the sweater?
- A. Waiting until the sale happens this weekend.
B. Using a coupon in the catalog.
C. Filling out a survey.
D. Opening a department store credit card.
9. What else is this person looking for?
- A. Pants. B. Jacket.
C. Sweater. D. Shirt.
10. Why is the person not going to buy the second item?
- A. Jacket sleeves are too long. B. Pants are too long.
C. Sweater is too bulky. D. The shirt is too tight.

IV. Directions: You're going to hear a passage. Listen carefully and choose the right answer to each question you hear.

1. A. It is always possible to bargain when shopping in America.
B. In most American stores, one often has to ask the sales people for prices of the goods.
C. To pay with traveler's checks is out of the question in most American stores.
D. You don't have to accept the help of the sales people if you don't want to buy anything.
2. A. Cash. B. Traveler's checks.
C. Personal checks. D. Both B and C.
3. A. To take the personal checks to a bank or someone who knows him.
B. To pay for all of his items at one of the checkout counters.
C. To wait till a clerk comes to help.
D. To ask a clerk for help.

Unit 4 Travelling

Part A Phonetics Loss of Plosion

Learning Points

In connected speech when a plosive consonant like /k/, /g/, /t/, /d/, /p/, /b/ is followed by another consonant, it is not fully pronounced. This is called loss of plosion. To figure out the loss of plosion in listening is of great significance in getting the accurate information.

Rules of Loss of Plosion and Incomplete Plosion

1. Plosive + Plosive (loss of plosion)

When any two of the six plosives (/p/, /b/, /t/, /d/, /k/, /g/) come together, loss of plosion occurs.

e. g. Welcome ba(ck) to school, class !

We're going to work on a farm nex(t) Tuesday.

2. Plosive + Fricative/ Affricate (incomplete plosion)

When a plosive comes together with a fricative (/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/) or an affricate (/tʃ/, /dʒ/, /tr/, /dr/, /tʃ/, /dʒ/), incomplete plosion occurs.

e. g. Jack is considered by many to be a goo(d) child.

Tha(t) joke makes everyone laugh happily.

3. Plosive + Nasal Consonant/ Lateral Consonant (incomplete plosion)

When a plosive comes together with a nasal consonants (/m/, /n/, /ŋ/) or a lateral consonant (/l/), incomplete plosion occurs.

e. g. Ann often comes home from work a(t) midnight.

You are lucky enough to have a goo(d) neighbor.

I. Directions: Write down the words and expressions you hear from the recording.

Pay attention to the loss of plosion and read aloud.

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |

II. Directions: You'll hear some incomplete sentences. Pay attention to the loss of plosion and the incomplete plosion, and complete the sentences according to the recording.

- The girl in the _____ was on a _____ just now.
- The _____ from the _____ is full of people.
- _____ time does he get up every morning?
- This is an _____ of a big car.
- We're going to work on a farm _____.
- What would you like, _____?
- It's a very _____, but it's a _____.

8. You can _____ in the _____.
9. I bought a _____, but it's a _____.
10. Make sure you don't make the _____.

Part B Communicative Function Making Appointments and Reservations

Making appointments or reservations happens almost every day in our life. The following exercises are focused on the expressions we may use when we want to book a hotel, make an appointment with someone, or reserve a table in a restaurant, etc.

Useful Expressions for Making Appointments / Reservations

I'd like to book a single room in your hotel. / May I reserve a double room from...

I would like to have a single room from the 5th to the 7th in your hotel?

Is a room with a balcony available in your hotel?

May I help you? /What can I do for you,...?

What kind of room do you prefer, a single room or a double room? / with bath or without?

Do you have a room with a nice view?

May I have your name and your initials?

At what time will you arrive?

How long do you intend to stay?

I wonder if you are free at...

I'd like to book a flight to...

I'd like to make an appointment to meet...
 Will Saturday morning be all right for you?
 Is it possible for me to meet you at...?
 Good,... good for me. I'll see you then.
 I'm afraid I cannot make it on... how about...?

I. Directions: Listen to the following conversations and fill in the following reservation form.

	The information of the 1st guest	The information of the 2nd guest
Name:		
Dining time:		
Number of guests:		
Table preference:		

II. Directions: Listen to a dialogue and fill in the blanks according to what you have heard.

Receptionist: Holiday Hotel, Reservations. May I help you?

Guest: Yes. I would like to book 1) _____ for my family.

Receptionist: All right. 2) _____, please?

Guest: Next weekend. That is for May 18th and 19th.

Receptionist: Let me check if we have a 3) _____ then. Oh, yes, we do.

Guest: Good. I would like to have a 4) _____ room.

Receptionist: There are many non-smoking rooms available in our hotel. May I have your name please?

Guest: Charles Wilson. 5) _____, do you have any golf courses nearby?

Receptionist: Sorry, but we have a swimming pool, and we 6) _____.

Guest: That's fine. Shall I 7) _____?

Receptionist: No, you don't have to, you may pay 8) _____.

III. Listen to a conversation and choose the best answer to each question you hear on the recording.

Questions 1 ~ 5 are based on the conversation you've just heard.

1. A. At the bus stop. B. At the railway station.
C. At the travel agency. D. At the bookstore.
2. A. On July 14. B. On July 11.
C. On July 13. D. On July 12.
3. A. For one night. B. For two nights.
C. For three nights. D. For four nights.
4. A. By cash. B. By money order.
C. By debit card. D. By credit card.
5. A. 6, 769 Turkish lira. B. 7, 696 Turkish lira.
C. 6, 796 Turkish lira. D. 7, 669 Turkish lira.

IV. Listen to a conversation and complete the following form.

Booking Form				
Flights	From (city)	Departure date	To (city)	<input type="radio"/> One way <input type="radio"/> Round trip <input type="radio"/> Aisle <input type="radio"/> Window <input type="radio"/> Economy club
	London	1) _____	2) _____	
	3) _____	10 September	London	
Accommodation	Town or city	Check-in date	Check-out date	<input type="radio"/> Single room <input type="radio"/> Double room <input type="radio"/> With shower <input type="radio"/> Breakfast included
	4) _____	12 August	5) _____	
	New York	6) _____	17 August	
Travel	From (city)	Date	To (city)	<input type="radio"/> Train <input type="radio"/> Bus
	7) _____	8) _____	9) _____	
	10) _____	11) _____	12) _____	

Part C Close Listening**Learning Points****Listening Skills: Looking Out for Paraphrasing**

Looking out for paraphrasing means that you should remember that, while listening, what you hear will most likely not be exactly the same as is written on the exam paper as that would be too easy. The question and the question stems use such things as synonyms so you must listen carefully for these. For instance, you may hear “a decade” in the passage, but in the question you are likely to read an expression like “ten years” instead of “a decade”; you may hear the speaker say in the recording something like “I can’t agree more”, and it is possible that you will be given a choice like “the speaker shows approval to the proposal”, which, though in a different structure, exactly means the same thing as what you have heard. Identification of paraphrasing in listening materials requires the listeners’ ability to figure out the similarity in meaning between different structures or synonyms so as to understand the speakers correctly.

Words and Phrases:

Detroit: *n.* 底特律（美国城市）

check-in counter: *n.* 值机柜台；办理登记入住柜台

non-stop: *adj.* 直达的

press conference: 记者招待会

be filled to the brim: 填满

delivery man: 送货员

landmark: *n.* 路标

I. Directions: Listen to the following statements and decide which one is closest in meaning to the statement you have just heard.

1. A. He studied last night because he had to.
B. He tried to study last night, but it was very difficult.
C. He didn't study last night because he was very tired.
D. He studied last night because he was tired.
2. A. The plane left at 11:30 a. m.
B. The plane left at 12:00 noon.
C. The plane left at 12:30 p. m.
D. The plane left at 1:00 p. m.
3. A. Very few people know the film star.
B. People know very little about the film star.
C. Almost everybody knows the film star.
D. The film star knows almost nobody in the world.
4. A. Relax.
B. Go to your own home.
C. Build a house for yourself.
D. Behave yourself.
5. A. Please open the window.
B. Do you mind that the window isn't open?
C. Do you have an open mind?
D. I don't mind closed windows.
6. A. The country has sufficient natural resources.
B. Of course, the country is very rich.
C. Natural resources bring the country happiness.
D. The natural resources are wealth of the country.
7. A. The program won't go beyond ten.
B. There won't be more than ten people at the program.

- C. It will continue beyond the tent.
 - D. The program will end after ten o'clock.
8. A. Bonnie and Paul messed up dinner.
B. Both Bonnie and Paul longed for dinner.
C. Neither Bonnie nor Paul came to dinner.
D. Bonnie and Paul used to be thinner.
9. A. The tour was worth the time but not the money.
B. The tour was not worth the time or the money.
C. The tour was worth both the time and the money.
D. The tour was not worth the time but the money.
10. A. Ann likes neither cold weather nor hot weather.
B. Ann likes hot weather better than cold weather.
C. Ann likes hot weather just as much as cold weather.
D. Ann likes cold weather better than hot weather.

II. Directions: You are going to hear some short conversations. Listen carefully and choose the right answer to the questions you hear according to the conversations.

1. A. She doesn't agree with the man.
B. She thinks that it is better to wait.
C. She thinks that it is better to drive at night.
D. She doesn't think that the man made a wise decision.
2. A. The man went to a wrong check-in counter.
B. The man has just missed his flight.
C. The plane will leave at 9:14.
D. The plane's departure time remains unknown.
3. A. At a theatre.
B. At a booking office.

- C. At a railway station.
D. At a restaurant.
4. A. The man was confused about the date of the appointment.
B. The man wants to change the date of the appointment.
C. The man is glad he's got in touch with the doctor.
D. The man can't come for the appointment at 4:15.
5. A. The 2:00 train will arrive earlier.
B. The 2:30 train has a dining car.
C. The woman prefers to take the 2:30 train.
D. They are going to have some fast food on the train.
6. A. The man can stay in her brother's apartment.
B. Her brother can help the man find a cheaper hotel.
C. Her brother can find an apartment for the man.
D. The man should have booked a less expensive hotel.
7. A. Attend a conference.
B. Give a speech.
C. Meet his lawyer.
D. Make a business trip.
8. A. The man can speak a foreign language.
B. The woman hopes to improve her English.
C. The woman knows many different languages.
D. The man wishes to visit many more countries.
9. A. The first-round talks should start as soon as possible.
B. He could change his schedule to meet John Smith.
C. The talks can be held any day except this Friday.
D. The woman should contact John Smith first.
10. A. The man should visit the museums.
B. She can't stand the hot weather.

- C. The beach resort is a good choice.
- D. She enjoys staying in Washington.

III. Directions: Listen to some passages. After each passage there will be some questions. Choose the best answer for the questions according to what you hear.

Passage One

Questions 1 to 3 are based on the passage you have just heard.

- 1. A. Synthetic fuel. B. Solar energy.
C. Alcohol. D. Electricity.
- 2. A. Air traffic conditions. B. Traffic jams on highways.
C. Road conditions. D. New traffic rules.
- 3. A. Go through a health check. B. Carry little luggage.
C. Arrive early for boarding. D. Undergo security checks.

Passage Two

Questions 4 to 6 are based on the passage you have just heard.

- 4. A. Many foreign tourists visit the United States every year.
B. Americans enjoy eating out with their friends.
C. The United States is a country of immigrants.
D. Americans prefer foreign foods to their own food.
- 5. A. They can make friends with people from other countries.
B. They can get to know people of other cultures and their lifestyles.
C. They can practice speaking foreign languages there.
D. They can meet with businessmen from all over the world.
- 6. A. The couple cook the dishes and the children help them.
B. The husband does the cooking and the wife serves as the waitress.

- C. The mother does the cooking while the father and children serving the guests.
- D. A hired cook prepares the dishes and the family members serve the guests.

Passage Three

Questions 7 to 10 are based on the passage you've just heard.

- 7. A. That things always go wrong during travel.
B. That people are so worried about their travel.
C. That people are so serious when they travel.
D. That people expect so much from travel.
- 8. A. Everything will go as planned.
B. Their travel will be full of adventures.
C. They can arrive at the destination safely.
D. They don't have to wait long before they set off.
- 9. A. They will become angry and unhappy.
B. They will try to record the experience.
C. They will try to turn the travel into an adventure.
D. They will try to make the travel nice and fun.
- 10. A. Because there are turning points in both life and travel.
B. Because both life and travel are full of fun and excitement.
C. Because how to view life and travel depends on oneself.
D. Because people need to relax and smile to enjoy life and travel.

IV. Directions: Listen to the dialogue and complete the information in the fact file.

Fact File	
1. The number of countries the man has been to	
2. The countries the man has lived in	

3. The advice given by the man in case people get lost while travelling
4. The certain type of people you should ask when you're lost in a strange city
5. The things you can check to avoid being lost

V. Directions: Listen to a passage and fill in the missing information. Write down the exact word you have heard from blank 1) to 8). Write down the exact words you have heard or organize your own sentence from blank 9) to 12).

In New York City, some bike 1) _____ have formed a group called Bike for a Better City. They 2) _____ that if more people rode bicycles to work there would be fewer automobiles in the downtown 3) _____ of the city and therefore less dirty air from car 4) _____.

For several years this group has been trying to get the city 5) _____ to help bicycle riders. For example, they want the city to paint 6) _____ lanes for bicycle only on some of the 7) _____ streets, because when bicycle riders must use the same lanes as cars, there may be 8) _____. Bike for a Better City feels that if there were special lanes, more people would use bikes.

But no bicycle lanes have been painted yet. Not everyone thinks this is a good idea. 9) _____.
10) _____.

And some people live too far from downtown to travel by bike.

The city government has not yet decided what to do. It wants to keep everyone happy. 11) _____.
12) _____.

Until that happens, the safest place to bicycle may be in the park.

Part A Phonetics Liaison

Learning Points

Liaison refers to the phenomenon that the final consonant of a word is often linked to the first vowel of the next word. In real connected speech in English, one word is not separated from another by pausing or hesitating. Once we have arranged our words into groups or thoughts, we must be very careful to join the words within these groups so that they don't stand out as separate words. That is, we must move smoothly from one word to the next without making any sudden stops. Or in other words, the end of one word should flow straight into the beginning of the next. For example, when a word ending with “r” or “re” goes before a word beginning with a vowel sound, the sound /r/ is usually pronounced as a link.

Liaison can be done in several ways:

- To blend or join the final consonant of one word with the initial vowel of the following word, as in “walk out”;
- To link the vowels /ə:/ and /ə/ to a following vowel by /r/, as in “her own”;
- When the two words are separated by more than two consonants, treat them as consonant sequences, as in “next Friday”;
- When the words are separated by two or more than two vowels, there are also various ways of avoiding the gap.

I. Directions: Fill in the blanks and read after the recording.**Task 1:**

1. _____, _____ fifteen.
2. _____ you going, by the way?
3. _____ the grass, not _____ the floor.
4. _____ here.
5. _____ the mess.
6. I've taken _____.
7. They have to _____.
8. _____ meet my _____ mother.
9. They waited _____ moment.
10. She' ll _____ for _____ use.
11. _____ they going?
12. _____?
13. This _____ good.
14. The _____ man.
15. The _____ mine.

Task 2:

1. It's quite _____.
2. Could we have _____.
3. I _____ learn to _____ bit better.
4. I don't like to _____ glasses.
5. How did you know _____.
6. Let's go to _____.
7. How _____ the entrance _____?
8. The little girl said, " _____?"

9. He told us that _____.
10. _____ Bessie is a thief.

Task 3:

1. Many of us will _____.
2. _____, didn't you?
3. _____ walk after supper?
4. _____ and what did they say about it?
5. _____ the following questions?
6. _____ great deal _____.
7. _____ the teacher says.
8. He was busy talking _____ when I saw him.
9. _____ have to pay the bill?
10. Everyone can see that he is _____.

II. Directions: You are going to hear some sentences. Repeat each sentence you hear. Then listen again and write down the sentence.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

Part B Communicative Function Talking about Leisure Activities

What do you do in your free time? Leisure activities are the things you can do when you have free time, like reading a book, listening to music or playing some sports games.

This exercise focuses on the expressions used while talking about leisure activities.

Useful Expressions for Talking about Leisure Activities

Getting Information about Someone's Hobbies/Interests:

What do you do in your free / spare time?

I like hiking on weekends.

What do you do to kill time?

What's your favorite sport / movie/ game/ book, etc.

I'm keen on / hooked on / enthusiastic about...

Describing the Benefits of an Activity:

It provides... with valuable rehearsals for everyday life.

It cuts across gender and cultural divides.

It creates the opportunity for...

It enables me to...

It's a perfect way to...

I. Directions: Listen to a conversation between Cathy and a receptionist and choose the best answer to each of the following questions you hear on the recording.

Questions 1 ~ 5 are based on the conversation you've just heard.

- | | |
|----------------------------|--------------------------|
| 1. A. In a fitness center. | B. In a shopping center. |
| C. In a movie theater. | D. In a high school. |
| 2. A. 5:30. | B. 6:30. |
| C. 7:30. | D. 8:30. |
| 3. A. £ 1. | B. £ 2.5. |
| C. £ 3.5. | D. £ 4.5. |

4. A. The 8:30 class. B. The 12:30 class.
C. The 5:30 class. D. The 6:30 class.
5. A. She lives in London. B. She is in London for a short time.
C. She is good at dancing. D. She loves Jazz.

II. Directions: Listen to an interview about two guests' leisure activities from a weekly program and choose the best answer to each of the questions you hear on the recording.

Questions 6 ~ 10 are based on the interview you've just heard.

6. A. The underactive youngsters with leisure time.
B. The overactive youngsters with no leisure time.
C. People with their own pursuits during their leisure time.
D. People whose hobbies have made a difference to their lives.
7. A. Traveling. B. Collecting jewelry.
C. Shopping. D. Visiting interesting places.
8. A. A T-shirt. B. Something easy to carry.
C. A poster. D. A small piece of jewelry.
9. A. Developing strong arms. B. Becoming a good swimmer.
C. Learning to be independent. D. Acquiring a good sense of balance.
10. A. Self-confidence. B. Interest and skill.
C. Qualifications. D. Proper training.

III. Directions: Listen to a talk about leisure and work in the U. S. and complete the outline with what you hear.

The Study by Mark Aguiar and Erik Hurst on Americans' leisure time

1. Measurements of leisure

- The narrowest includes only activities that nearly everyone considers 1) _____.
 - The broadest counts anything that is not related to 2) _____, housework or errands as “leisure”.
2. Results of the study
- The amount of time that working-age Americans are devoting to leisure activities has risen by 3) _____.
 - Nearly 4) _____ of American has more spare time.
3. Reasons why Americans have more free time than before
- Work should be defined to include not only the hours spent at one’s 5) _____ but also the time spent shopping 6) _____, running errands, and 7) _____.
 - Americans actually spend much less time doing household chores than they did 40 years ago, thanks to a revolution in the 8) _____.

Reasons why Americans feel so harried when they have more leisure time

- Thanks to 9) _____, an American’s time is worth more now.
- Economic advances allow people to 10) _____ more possible activities into a day, which encourages people to 11) _____.
- With the 12) _____ of work, Americans may feel as if they are working even if they are doing some leisure activities.

Part C Close Listening

Learning Points

Listening Skills: Making Inference

Making inference means using clues and prior knowledge about a situation to

work out the meaning that is not stated directly in the statements we hear. The most ordinary questions that require making inference in listening practice can be listed as follows:

- Where is the conversation most likely taking place?
- What is the possible relationship between the speakers?
- What are the speakers mainly talking about?
- What can we learn from the conversation?
- What does the speaker imply?
- What can be inferred from the conversation / passage?
- What is the passage intended for?

The following tips may help to get an accurate comprehension of the implied meaning:

- Grasp the literal meaning of the stated facts or ideas.
- Use your background information and experience to help you in making inferences.
- Capture the key words and take notice of the transition words, the signal words, such as however, but, therefore, first, then, finally, etc.
- Using the clues from the passage to narrow down the choices.

Words and Phrases:

Seattle: 西雅图 (美国城市)

birth certificate: 出生证

Greece: 希腊

deploy: *v.* 部署; 调配; 利用; 调动

communal: *adj.* 公共的; 公有的

spectator: *n.* 观众; 旁观者

hostility: *n.* 敌意; 敌对状态

publicity: *n.* 宣传; 公开

propaganda: *n.* 宣传

pension: *n.* 养老金; 抚恤金

pitcher: *n.* (棒球运动中的) 投手

annual fee: 年费

I. Directions: You are going to hear some short conversations. Listen carefully and choose the best answer to the questions you hear according to the conversations.

1. A. She wants to save money to buy a piano.
B. The present apartment is too expensive.
C. She can't put up with the noise.
D. She has found a job in a neighboring area.
2. A. Jessie should know the marketing director better.
B. Jessie is wrong to find fault with her boss.
C. Jessie seems to have a lot on her mind.
D. Jessie always says what she thinks.
3. A. He's been to Seattle many times.
B. He has chaired a lot of conferences.
C. He has a high position in his company.
D. He lived in Seattle for many years.
4. A. To the dentist's.
B. To the market.
C. To the post office.
D. To the bookstore.
5. A. Go to the library.
B. Meet the woman.
C. See Professor Smith.

- D. Have a drink in the bar.
6. A. The man used to be unhealthy.
B. The man is very attractive.
C. The man ate a lot every day.
D. The man has become a better person.
7. A. Trying to sketch a map.
B. Discussing a house plan.
C. Painting the dining room.
D. Cleaning the kitchen.
8. A. Take a photo.
B. Travel overseas.
C. Look for a new job.
D. Adopt a child.
9. A. Sam has a big family to support.
B. Sam is not interested in traveling.
C. The pay offered by the travel agency is too low.
D. The work hours in the travel agency are too long.
10. A. They are not used to living in a cold place.
B. They feel lucky to live in Florida.
C. They are going to have a holiday.
D. They have not booked their air tickets yet.

II. Directions: Listen to a passage about the Olympics and answer the following questions.

1. What has accompanied the modern Olympic Games since they began in 1896?
- _____
2. How could the energy used in the Olympic Games be used otherwise?
- _____

3. How do the competitors and spectators feel in the Olympic village?

4. What does the press always seem to exaggerate?

5. For whom are the Olympic Games held, according to speaker?

6. For what purpose does the speaker give the speech?

III. Directions: Listen to a conversation about a baseball player and choose the best answer to the questions you hear at the end of the conversation.

Questions 1 ~ 6 are based on the conversation you heard just now.

1. A. 24 to 27.

B. 24 to 30.

C. 27 to 30.

D. 27 to 36.

2. A. Hard work.

B. A natural ability.

C. The contract.

D. Inspiration.

3. A. The man is very intelligent.

B. The man enjoys great popularity.

C. The man is a gifted baseball player.

D. The man still faces stiff competition.

4. A. The man feels proud to be a star pitcher of the baseball team.

B. The man has just renewed his contract with a certain organization.

C. The man was thought to have a talent at playing baseball.

- D. The man had experienced bad times in his sports life.
5. A. A sense of duty.
B. A sense of achievement.
C. A sense of frustration.
D. A sense of insecurity.
6. A. It's not a lifetime career.
B. It's a career for a lifetime.
C. It's not a very demanding sport.
D. It can be played only by talented people.

IV. Directions: Listen to the recording and complete the table below. Write NO MORE THAN THREE words for each answer.

MEMBERSHIP OF SPORTS CENTER	
Cost	1) £ _____ per 2) _____
Where?	3) _____
When?	between 4) _____ p. m., Monday to Thursday
Bring:	5) _____ 6) a recent _____ photo
Fee	
Always bring sports 7) _____ when you come to 8) _____ or use the Center's facilities	
Opening hours	9 a. m. to 10 p. m. on 9) _____ 10 a. m. to 6 p. m. on Saturdays
50% "morning discount"	10) between _____ and 12 noon on weekdays

Unit 6 Science and Technology

Part A Phonetics Assimilation

Learning Points

Assimilation is a phonological process where a phonetic becomes similar to a nearby phonetic. In connected speech in English, sounds are often replaced by other sounds under the influence of their neighbors. Sometimes, two neighboring sounds influence each other and are replaced by a third sound which is different from both the original sounds.

If a phoneme is affected by one that comes earlier in the utterance, the assimilation is termed as progressive assimilation. This is often seen in the inflectional endings -s and -ed. If preceded by a voiced sound, they become voiced; if preceded by a voiceless one, they become voiceless. For example, students /-s/; books /-s/ girls /-z/; pictures /-z/.

On the other hand, if a phoneme is affected by one that comes later in the utterance, then it is termed as regressive assimilation. For example: *nju:z/* (news) → */nju:speipə/* (newspaper); */gu:s/* (goose) → */gu:zbəri/* (gooseberry); */faiv/* (five) → */faifpəns/* (five pence) ; */hav/* (have) → */haf tu/* (have to) ; */ju:zd/* (used) → */ju:st tu/* (used to).

I. Directions: Listen to the recording and write down the phrases to see how the sounds are changed under the influence of their neighbor.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

II. Directions: Fill in the blanks with the words you hear from the tape.

1. They're _____, aren't they?
2. I can't find mine. Can I _____?
3. I _____ it. Do you?
4. Everyone can see that it _____.
5. _____ so often if you can manage by yourself.
6. That's the _____ to start.
7. This is his _____.
8. _____ looks nice.

III. Directions: Fill in the blanks in the following monologue and read it with correct pronunciation and intonation.

Right! I think you know what the problem is, _____. Sir?... Have you _____ the Highway Code, _____? It doesn't _____!! _____ very serious matter _____ the back _____ while _____ bicycle. You nearly _____. _____. But that's not _____ thing. I was watching _____ two friends when you came down the hill together, side by side, _____, in the _____ the road. Your friends then decided to race down the pavement, where they nearly knocked down _____. I shall see them _____. And what _____? You turned right _____ without _____. _____ the driver supposed to know _____? _____, and when you're not signaling, _____ the handlebars!

Don't keep _____ pocket! It was a terrible display, sir. You're not _____ the road. I shall _____ this time but _____, there'll be trouble. And one more thing: get those brakes fixed; they're _____. _____ hospital... Right...er. I think that _____.

Part B Communicative Function Applying for a Job

Useful Expressions to Ask for Vacancy:

1. I saw your ad for a salesman and I want to apply for the position.
2. I want to apply for the position advertised by your company.
3. I wonder if you have a job for a part-timer.
4. I'd like to know if you have any vacancy for an assistant manager?
5. Do you still have openings for an English teacher?
6. I saw a vacancy board outside for an engineer. Is it still available?
7. I'm interested in the job as a computer programmer you advertised in the newspaper.

Questions Often Asked by Interviewers:

1. Why don't you tell me about yourself first?
2. Why do you want to go into this field?
3. Have you got any qualification certificates?
4. What are your short-and long-range goals and how do you expect to achieve them?
5. When and why did you leave your last job?
6. What did you like most and least about your last job?
7. What could you contribute to our facility?
8. What is the minimum salary your will accept?

9. Is it OK if you should travel frequently on business?
10. Assuming we make you an offer, what do you see as your future here?

Responses Often Given by Interviewees:

1. After graduation, I worked as a salesman for a company for 2 years.
2. I'd like to work in a larger company like yours that offer more opportunities for growth.
3. I think it is within the field of my study.
4. I think I'm quite fit for the job you described.
5. I like the challenges and the prospects of promotion offered by this position.
6. I'd like a job full of challenges and skills.
7. I have been working as an assistant account executive for 5 years in a large company.
8. Thank you for giving me the interview.

I. Directions: Listen to an interview and choose the best answer to each question you hear on the recording.

Questions 1 ~ 5 will be based on the interview you've just heard.

1. A. Whether the woman has the right qualifications for the job.
B. How the woman has acquired her present qualifications.
C. Why the woman would quit her present job which is better paid.
D. What kind of work experiences the woman has had.
2. What kind of job is the woman applying for?
A. A job involving a lot of paper work.
B. A job that needs to be out on site.
C. A job which requires high qualifications.
D. A job with a higher salary.

3. A. It's a very demanding job.
B. It requires someone with good qualifications.
C. It offers a very good salary.
D. It involves quite a lot of travelling in the local area.
4. A. Because she could not handle the responsibility.
B. Because she does not like the local travelling.
C. Because she does not have much chance for promotion.
D. Because she's not satisfied with the salary.
5. A. She is kind of ambitious.
B. She values money more than anything else.
C. She gets tired of a job easily.
D. She is not easy to satisfy.

II. Directions: Listen to a passage about job hunting and choose the best answer to each question you hear after the passage.

Questions 1 ~ 5 are based on the passage you've just heard.

1. A. Types of career advice that people toss around.
B. Old rules for finding a job that are not so good.
C. People who give common advice for jobs.
D. Common careers that people are hunting for.
2. A. Most common people are not careful.
B. Job hunting rules will always hold you back.
C. Some people have bad ideas about job hunting.
D. Rules no longer apply to the workplace.
3. A. They should give just enough information to make the employer interested.
B. They should tell a complete story of a person's life.
C. They should draw a complete picture of yourself.

- D. They should make your voice heard at work.
4. A. Encouraging the employer to want more information about you.
B. Giving the employer some of your marketing documents.
C. Providing the employer with a list of your goals.
D. Telling the employers the story of your life.
5. A. They are everything to everyone.
B. They are on high and low markets together.
C. They are narrow in their goals.
D. They are suitable to different people.

III. Directions: Listen to an interview about a stereotype of different jobs and complete the following table with the information you get.

Cause	Most jobs have an image or stereotype attached to them and some of these are not realistic
Effect	Some young people may 1) _____ based on these false images. They may even 2) _____ which have a negative image
Evidence	A survey of children's attitudes toward 3) _____
Purpose	Children's 4) _____ about jobs and professions
Method	Questionnaire—asking them which statement was “most true” about the professions, including 5) _____, economists, 6) _____, sales representatives, 7) _____ and engineers
Results	Lawyers were the 8) _____. Next came accountants and scientists as well as economists. The engineer and sales representative were the 9) _____
Implication	The children's apparent 10) _____ of the importance of the engineer's role in the society

IV. Directions: Listen to a conversation and complete the following tasks.

Task 1: Complete the notes below. Write no more than three words and/ or a number for each answer.

The student is studying 1) _____.

The student is in the 2) _____ year of the course.

Task 2: Complete the table below. Write no more than two words for each answer.

Position Available	Where	Problem
Receptionist	in the 3) _____	evening lectures
4) _____	in the Child Care Centre	too early
Clerical Assistant	in the 5) _____	evening lectures

Task 3: Complete the form below. Write no more than three words and/or a number for each answer.

STUDENT DETAILS	
Name:	Anita Newman
Address:	6) _____ Room No. 7) _____
Other skills:	Speaks some Japanese
Position available:	8) _____ at the English Language Centre
Duties:	Respond to enquiries and 9) _____
Time of interview:	Friday at 10) _____ a. m.

Part C Close Listening

Learning Points

Listening Skills: Listening for the Main Idea

Understanding the main idea of a lecture or a conversation is to identify the overall topic or basic idea of the contents. It may be expressed explicitly in the head of the contents or stated indirectly through the whole of the contents. In the latter case, you need to generalize or synthesize the information in the given contents. Questions

involving the main idea of a material usually go like the following:

- What problems does the speaker have?
- What are the speakers mainly discussing?
- What is the main topic of the lecture?
- What is the lecture / passage / conversation mainly about?
- What aspect of... does the professor mainly discuss?

To get the main idea of a listening material, the following tips might be of some help:

- Focus on the beginning part of the lecture or conversation;
- Listen carefully to the key words that can lead you to the main idea;
- Try to verify the main idea with examples, explanations and summaries;
- Try to figure out what problem and solution the speakers are talking about in the conversation;
- Avoid answers which cover only a small portion of the listening or which are not relevant to the listening material;
- Avoid answers which are too general, and make the most of your notes.

Words and Phrases:

compulsive: *adj.* 强制的, 强迫的

yucca: *n.* 丝兰 (一种天然植物)

swelter: *v.* (使) 热得难受; (使) 中暑

Vietnam: 越南

dub: *v.* (一般用于被动语态) 把……称为, 给……起绰号

infrastructure: *n.* 基础设施

interconnectivity: *n.* 网络连接; 互联性

plethora: *n.* 过多, 过量, 过剩

orbit: *n.* 轨道; *v.* 绕……轨道而行

NASA: (National Aeronautics and Space Administration) 美国国家航空和宇宙航行局

habitat: *n.* 栖息地; 住所

Antarctic: *n., adj.* 南极洲; 南极地带的

ludicrous: *adj.* 荒唐的, 滑稽的

I. Directions: Listen to the following paragraphs then decide what topic heading you would use to describe the main idea of each. Write the topic heading in the space given.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

II. Directions: You are going to hear some short conversations. Listen carefully and choose the right answer to the questions you hear according to the conversations.

1. A. Telecommunications connection to Vietnam.
B. Vietnam's economic plan.
C. Poor people in Vietnam.
D. Questions about Vietnam.
2. A. Governments should worry about technology.
B. Governments should track people by computers.
C. Technology is not a threat to good people.
D. Technology is being used by governments.
3. A. The effect of the Internet.
B. Remote cities in Asia.
C. Changes to the world.
D. Travel plans to Asia.

4. A. The reasons why the woman is important.
B. The reasons why the woman is wrong.
C. The woman's working experience.
D. The woman's work as a writer.
5. A. Mother and son. B. Father and daughter.
C. Employer and employee. D. Husband and wife.
6. A. The company policy. B. The shop.
C. The shirt. D. The service.
7. A. A tax agency. B. A few tax figures.
C. A tax cheat. D. A check of the woman's taxes.
8. A. The sound of languages.
B. The singing in different countries.
C. The Chinese way of speaking.
D. The things spoken about in different countries.
9. A. Low pay. B. Tedious work.
C. Not much recognition. D. Long hours.
10. A. The students' money. B. The woman's son.
C. A call to Mrs. Watkins. D. A lesson in stealing.

III. Directions: Listen to some passages and choose the best answer to each question you hear after the passages.

Passage One

Questions 1 to 5 are based on the passage you have just heard.

1. A. The term “information highway”.
B. Our understanding of the Internet.
C. Information from around the world.
D. Former American vice-president, Al Gore.

2. A. The Information Highway.
B. The Information Superhighway.
C. The National Information Infrastructure.
D. The Interweb.
3. A. He led the development of the Internet.
B. He gathered money for its development.
C. He made pronouncements about it.
D. He set government policy on it.
4. A. People's understanding of the Internet is stronger.
B. Currency is used on the Internet.
C. Policy organizations control variant information.
D. The Internet has created a new currency.
5. A. The term is used frequently.
B. The term is more concrete.
C. The term served an important purpose.
D. The term is no longer useful.

Passage Two

Questions 6 to 10 are based on the passage you have just heard.

6. A. Communications technology. B. The galaxy.
C. Problems for companies. D. A satellite failure.
7. A. Technology for communications. B. Telecommunications satellites.
C. American technology. D. Radio broadcasts.
8. A. Galaxy Four is working poor.
B. Galaxy Four needs a working computer to operate.
C. Americans live without technology every day.
D. Companies failed because of Galaxy Four.
9. A. A satellite. B. A home satellite system.

- C. A telephone message system. D. A pager that makes beeping sounds.
10. A. 10. B. 8. C. 45. D. 15.

IV. Directions: Listen to a talk on sending human beings to Mars and complete the following two tasks.

Task 1: Match the persons in Column A with the attitudes they hold in Column B.

Column A	Column B
1. Steven Weinberg 2. Charles Bolden 3. Neil De Grasse Tyson 4. Chris Kraft	a. Combining robotic and human activity on missions to Mars is essential for exploration. b. Scientists have learned more from technology than from humans in space. c. It is not technically or financially feasible to land on Mars. d. Robots can do much more on Mars than humans. e. Robots are more cost-effective than humans. f. Man cannot stay in an unfriendly place like Mars for long. g. Humans should do more to protect the Earth's environment. h. Human beings have a need to explore.

Task 2. Listen to the talk and complete the answers to the questions with what you hear.

- What is the conflict between the Mars plan of NASA and the concern of Congress?
The estimated cost of the Mars plan is _____ while congress is calling for cuts in _____.
- What is the estimated cost of sending human beings to Mars according to Steven Weinberg? _____.
- Why does Charles Bolden say that the Mars project is not an either / or issue?
It needs the collaboration between _____.
- Who will construct a habitat for the first humans to land on Mars according to Charles Bolden? _____
- What does Steven Weinberg say about the environment on Mars?
There is no _____ colony on Antarctica and, compared to Mars, Antarctica is _____.

6. Who are the critics of the Mars plan?

Some scientists, _____ and _____.

V. Directions: Listen to a passage and fill in the missing information. Write down the exact word you have heard from blank 1) to 8) . Write down the exact words you have heard or organize your own sentence from blank 9) to 11).

Modern science and technology have changed our lives in many 1) _____ ways. Airplanes, automobiles, communications satellites, computers, plastics, and televisions are only a few of the scientific and technological 2) _____ that have transformed human life. Research by nuclear physicists have led to the development of nuclear energy as a source of power. Agricultural output has 3) _____ as scientists have developed better 4) _____ of plants and highly effective fertilizers. The development of antibiotics and other new drugs has helped control many 5) _____ diseases. Studies in anatomy and physiology have led to amazing new 6) _____ techniques and to the invention of 7) _____ machines that can do the work of such organs as the lungs, kidneys, and heart.

Although scientific and technological achievements have benefited us in 8) _____ ways, they have also created serious problems. The rapid growth of industrial technology, for instance, has resulted in such grave side effects as environmental pollution and fuel shortages. 9) _____. Some people fear that advanced biological research will produce new diseases—causing bacteria or viruses that resist drugs. 10) _____. _____.

The harmful effects of some technological applications of science have led some people to question the value of scientific research. But science itself is neither good nor bad. 11) _____.

Unit 7 Culture

Part A Intonation Falling Tone and Rising Tone

Learning Points

Tones are the way our voice moves up and down. The way we use these tones is called intonation. The speaker uses voice tones to help the listener understand the meaning of the sentence. Intonation adds meaning in two ways: A. it shows the relationship of words within and between sentences; B. it tells something about the feelings of the speaker.

In listening to the meaning of a sentence, we listen to how speakers as well as to what they say. The “how” and the “what” together give us meaning of English utterances. Rising and falling are the two basic intonation patterns in English. Sometimes, they go together and make rise-fall tones or fall-rise tones.

I. Directions: In the following conversation, “No” is the only word Sarah says in her response, but is said with different intonation. Mark the tones of the responses, then listen to the recording and respond with appropriate intonation as if you were Sarah.

Mr. W: Were there any letters this morning?

S: No.

Mr. W: That's odd...Oh, before I forget...have you heard the news?

S: No?

Mr. W: Miss Robert is getting married. Are you thinking of getting married at all, Sarah?

S: No!!

II. Directions: You'll hear five sentences. Listen carefully to the intonation patterns of these questions and decide which of the four choices in each problem expresses the speaker's meaning.

1. A. The speaker is certain that the boy can't drive.
 B. The speaker is not sure whether the boy can drive or not.
 C. The speaker is sure that the boy can drive.
 D. The speaker is doubtful whether the boy can drive or not.
2. A. The speaker thinks that Barbara won't join them for the picnic.
 B. The speaker wants to know if it's true that Barbara won't join them for the picnic.
 C. The speaker hopes that Barbara will join them for the picnic.
 D. The speaker is quite sure that Barbara will join them for the picnic.
3. A. The speaker is certain that the old lady hasn't got five dogs.
 B. The speaker is sure that the old lady has five dogs.
 C. The speaker wants to be confirmed if the old lady really has five dogs.
 D. The speaker doesn't care if the old lady has five dogs.
4. A. The speaker is eager to know if John's father has come back from work.
 B. The speaker is doubtful whether John's father has come back from work.
 C. The speaker thinks that John's father will come back from work soon.
 D. The speaker thinks that John's father is still at work.
5. A. The speaker is sure that Sally married Bill a few weeks ago.

- B. The speaker doesn't think Sally married Bill a few weeks ago.
- C. The speaker wants to find out whether it is true that Sally married Bill a few weeks ago.
- D. The speaker is certain that Sally didn't marry Bill a few weeks ago.

Part B Communicative Function Eating at a Restaurant

Dining out with family and friends is such a central part of living a happy and healthy life. When you plan to eat at a restaurant, will you make a reservation first? How will you order your food? This exercise focuses on the expressions used while eating at a restaurant.

Useful Expressions for Eating at a Restaurant

Booking a Table

I'd like to reserve / book a table for four at 8:00 p. m., please.

I'd like to book a table for a party of five, please. Can you fit us in at seven o'clock?

I'd like to book a table for two at 8 in the name of Johnson, please.

Arriving at the Restaurant

Good evening, the name is Johnson. I have a table booked for two.

A table for three please.

Placing Your Order

Can I have the menu please?

I'd like the..., please.

Is there anything you would recommend?

For starters I'll have the soup and for the main course I'd like the roast beef.

Is this dish suitable for vegetarians?

During the Meal

Could we have a jug of water, please?

Please bring us another beer.

Could I have another glass of red wine, please?

Could you bring us more bread, please?

It's delicious. My compliments to the chef.

Checking out

Could I have the bill, please?

Check, please.

I. Directions: Listen and complete the dialogue.

It's 8:00 p.m. Mr. Smith (Jack) and Mrs. Smith (Jill) are celebrating their 10th wedding anniversary. They have just arrived at the restaurant.

Mr. Smith: Well here we are. What do you think?

Mrs. Smith: It's lovely Jack. 1) _____?

Mr. Smith: Well I may have to do some washing up, but you're worth it.

The waiter arrives.

Waiter: Good evening sir, Madame.

Mr. Smith: Good evening. 2) _____.

Waiter: Yes sir. May I take your coats?

Waiter takes their coats and hangs them up.

Mr. & Mrs. Smith: Thank you.

Waiter: You are welcome. Would you like to come to the table or would you prefer to order in the bar?

Mr. Smith: 3) _____. We'll order in the bar.

Waiter: Please follow me, I'll bring you the menu in a moment.

Mr. & Mrs. Smith order their drinks at the bar and sit down to look at the menu.

Mrs. Smith: Oh, dear Jack, it's all in French!

Mr. Smith: Well 4) _____. Don't worry I've got an idea.

Waiter: Are you ready to order sir?

Mr. Smith: Not really. Could you recommend something.

Waiter: Certainly sir. The fresh lobster is particularly good this evening, and 5) _____ may I recommend a light consomme?

Mr. Smith: Sounds lovely, what do you think dear?

Mrs. Smith: Oh yes, I love lobster.

Waiter: So, that's two consomme and two lobsters. Would you like to look at the wine menu?

Mr. Smith: 6) _____? Nothing too expensive though.

Waiter: No problem sir. I'll call you as soon as your table is ready.

The waiter walks away.

Mrs. Smith: You are clever Jack, but what about dessert?

Mr. Smith: Don't worry, they bring round a sweet trolley, so 7) _____!

A while later Mr. & Mrs. Smith have finished eating and are drinking their coffee.

Waiter: 8) _____?

Mr. & Mrs. Smith: Yes, lovely. Thank you.

Mr. Smith: The whole meal was delicious, 9) _____. Unfortunately, we have to be back for the baby-sitter so could we pay now?

Waiter: Certainly sir, I'll bring you the bill. Would you like me to order you a taxi?

Mr. Smith: Yes, that would be great. Thank you.

Mrs. Smith: What a nice lady, 10) _____.

Mr. Smith: Yes of course.

II. Directions: You're going to hear some conversations. Listen carefully and choose the right answer to each question.

Conversation 1

1. How many cheese burgers does the man order?
A. 18. B. 48. C. 80.
2. The man is ordering food for a _____ team.
A. basketball. B. soccer. C. tennis.
3. The man asks for _____ orders of fries.
A. 40. B. 50. C. 60.
4. He also orders 40 _____ shakes.
A. chocolate. B. strawberry. C. vanilla.
5. The total comes to _____.
A. \$290. 13. B. \$219. 13. C. \$290. 30.

Conversation 2

1. For his main course, Andi chooses _____.
A. a normal cheese burger.
B. a double cheese burger.
C. a burger with chips.
2. For dessert, Andi chooses _____.
A. ice cream. B. chocolate cake. C. banana cake.
3. To drink, Andi chooses _____.
A. apple juice. B. fizzy water. C. still water.
4. How much money did Andi spend?
A. £ 8. 73. B. £8. 37. C. £7. 38.

III. Directions: You are going to listen to a dialogue. Please listen carefully and decide whether the following statements are true or false.

1. Susan doesn't want to eat fast food. ()
2. Susan hates Japanese food. ()
3. The Japanese restaurant in the mall is expensive. ()
4. Susan hates Italian food. ()
5. Susan wants to eat a variety of foods. ()
6. The woman at the information booth knows all of the restaurants in the mall.
()
7. Susan decides to eat Chinese food. ()
8. The buffet restaurant is far away. ()

Part C Close Listening

Learning Points

Listening Skills: Note-taking

Note-taking is the practice of writing down the key points of information. This skill is quite essential in English listening, especially when you are listening to a lecture or a discussion. Here are some tips for note-taking:

- (1) Write down the main ideas and key elements. For example: when, where, who, why, or what.
- (2) Write down useful quotes and examples.
- (3) Develop a system of symbols for yourself. For example:
 - = equals/is equal to/is the same as

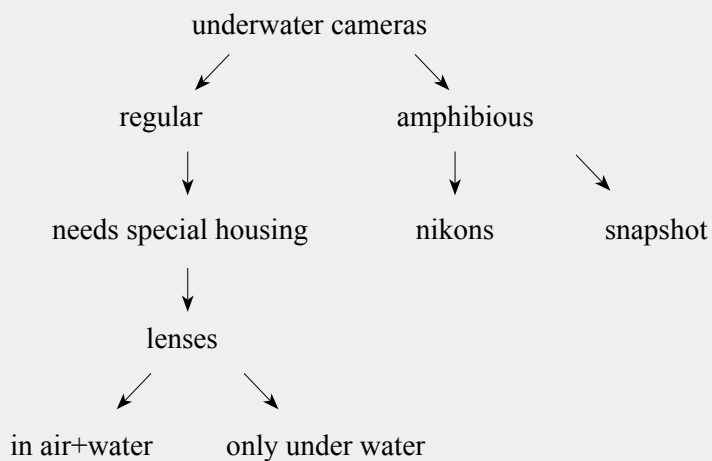
- \neq is not equal to/is not the same as
- \equiv is equivalent to
- \therefore therefore, thus, so
- \because because
- + and, more, plus
- > more than, greater than
- < less than
- \nearrow rises, increases by
- \searrow falls, decreases by

(4) Use common abbreviations and create some of your personal abbreviations.

For example:

- c. f. =compare
- i. e. = that is
- e. g.=for example
- no. =number
- etc. =and so on
- diff=different
- GOV=government
- NEC= necessary

(5) Use concept maps and diagrams. You can set down information in a concept map or diagram. This presents the information in a visual form and is unlike the traditional linear form of note taking. Information can be added to the concept map in any sequence. For example:



Words and Phrases

Scandinavian: *n.* 斯堪的纳维亚人

Scottish: *n.* 苏格兰人

The Netherlands: *n.* 荷兰

Dutch: *adj.* 荷兰的

pushy: *adj.* 咄咄逼人的

transition period: 过渡期

geographical: *adj.* 地理上的

I. Directions: Listen to the following sentences. Write the words that you think are the most important in the space given below.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.

8. _____.
9. _____.
10. _____.

II. Directions: Listen and complete the passage.

Societies and cultures 1) _____ rules about how close you can stand to people in 2) _____. There are rules about how close you can stand to someone if you're 3) _____ or how far it's polite to stand away from them if you need to 4) _____. And these are very, very different rules again from culture to culture. So Middle Eastern and Hispanic cultures tend to stand the 5) _____ when they're having conversations, whereas Scandinavians or Scottish people stand relatively far apart. Some research shows that English people usually stand or sit about 6) _____ than Dutch people do and in the Netherlands English people are seen by Dutch people to be quite distant whereas the English apparently see the Dutch as 7) _____.

III. Directions: You are going to listen to a teacher's mini-lecture and a passage.

Listen carefully and choose the right answer to each question.

Mini-lecture

- Which of the following is NOT a symptom of culture shock?
 - Feeling confused.
 - Feeling lost.
 - Being tired or unable to sleep.
 - Being surprised by the new culture.
- The honeymoon period is characterized by feelings of _____.

A. Acceptance and comfort.	B. Happiness and excitement.
C. Nervousness and fear.	D. Anger and frustration.
- From the listening, what does "get on somebody's nerves" mean?

A. To bother someone.	B. To excite someone.
-----------------------	-----------------------

- C. To surprise someone.
- D. To calm someone down.
4. During the integration stage the person will _____.
 - A. Want to return home.
 - B. Begin to feel comfortable.
 - C. Join the new culture.
 - D. Feel very uncomfortable.
5. When does reverse culture shock happen?
 - A. When you arrive in the new culture.
 - B. When you live in another country for a long time.
 - C. During the integration stage.
 - D. After you return home.
6. Which is NOT true about culture shock?
 - A. Culture shock is different for everyone.
 - B. The honeymoon stage usually lasts three months.
 - C. Some people don't have a honeymoon stage.
 - D. Culture shock is different from a cross-cultural surprise.

Passage

1. Where do Americans like to invite their friends for an evening of food, drink and conversation?
 - A. To invite them to dinner at restaurants.
 - B. To invite them to some fine homes.
 - C. To spend an evening with them in the countryside.
 - D. To invite them over to dinner at their homes.
2. Why are dinner parties at American homes very informal?
 - A. Because they cannot afford formal parties.
 - B. Because they have no servants to help them prepare formal parties.
 - C. Because preparing a formal party will take up too much of their time.
 - D. Because they do not like formal parties.
3. Which one is not a usual picnic food?

- A. Cooked food.
- B. Fruit.
- C. Cold food.
- D. Soup.

4. What do Americans do after a picnic dessert?

- A. Play cards.
- B. Do some sports.
- C. Take a nap.
- D. Have a party.

IV. Directions: You are going to listen to a conversation. Listen carefully and choose the right answer to each question you hear.

1. A. It has gradually given way to service industry.
B. It remains a major part of industrial activity.
C. It has a history as long as paper processing.
D. It accounts for 80 percent of the region's GDP.
2. A. Transport problems.
B. Shortage of funding.
C. Lack of resources.
D. Poor management.
3. A. Competition from rival companies.
B. Product promotion campaigns.
C. Possible locations for a new factory.
D. Measures to create job opportunities.

V. Directions: You are going to listen to a passage. Listen carefully and decide whether the following statements are true or false.

1. It's OK to be late in the USA, but not in Germany. ()
2. Dress-down Friday is common in all four countries. ()
3. In the USA, it's common to use first names. ()
4. The Germans don't like you to change your mind. ()
5. British meetings seem to be well-organized. ()

Unit 8 Entertainment

Part A Intonation Sentence Stress

Learning Points

Sentence stress is the music of spoken English. Most sentences have two types of words: content words and structure words. Content words are the key words that carry the meaning or sense. So they should be stressed in spoken English. Structure words are small, simple words that make the sentence correct grammatically. They give the sentence its correct form or “structure”. So they should not be stressed in spoken English.

Correct word and sentence stress in spoken English can mean the difference between good communication and no communication at all.

I. Directions: Listen to the following sentences carefully. Repeat what you hear and underline the words that are stressed.

1. It never rains but it pours.
2. When angry, count a hundred.
3. Out of sight, out of mind.
4. Be slow in choosing a friend, slower in changing.
5. The more you study, the more you find yourself ignorant.
6. Little drops of water, little drops of sand, make the mighty ocean and the pleasant

land.

II. Directions: You are going to hear a short poem. Listen carefully and supply the missing stressed words in the blanks. Then listen again and repeat what you hear.

The Month of the Year

In 1) _____ it 2) _____.
 In 3) _____ it 4) _____.
 In March it still 5) _____.
 In April there are 6) _____.
 In May 7) _____ the sun.
 In June we have 8) _____.
 In July time'll 9) _____.
 Then in 10) _____,
 There's the 11) _____
 Of school in 12) _____.
 Come October summer's over
 In November just 13) _____,
 It's almost 14) _____
 And the 15) _____ of the year.

Part B Communicative Function Showing Gratitude and Regret

It is so warm when someone does something helpful for you. People show their gratitude when they get help from others. They also express regret when they have a feeling of sadness about something that they did or did not do. This exercise focuses on different ways to show gratitude and express regret.

Useful Expressions for Showing Gratitude and Regret

Showing Gratitude

I would like to express my deep gratitude for your...

I'm really thankful for your...

Thank you for everything you've done for us.

I appreciate your help. Thanks a lot.

Thank you very much for...

Expressing Regret

I wish I had...

If only I had / hadn't...

If I had..., I would have...

I should / shouldn't have...

I. Directions: You're going to hear some sentences. Repeat each sentence you hear.

Then listen again and write down the sentence.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.

II. Directions: You're going to hear a passage. Listen carefully and complete the following exercises.

1. Anne thinks it's not a good idea to have too many regrets because _____.
 A. you can learn from them.
 B. you can't change the past.
 C. it's silly.
2. Jack decided to explore the mountain because _____.
 A. he was bored with sunbathing and swimming.
 B. he is a mountaineer.
 C. his friend wanted to.
3. Jack set off _____.
 A. in the afternoon.
 B. in the morning.
 C. in the evening.
4. Nobody looked for Jack because _____.
 A. it was dark.
 B. nobody liked him.
 C. he hadn't told anybody where he was going.

III. Directions: Listen and complete the passage.

In order to build more 1) _____ relationships with the people around you, make 2) _____ to express more gratitude, appreciation, 3) _____.

Because life continually requires us to attend to problems and 4) _____, it gets very easy to see in life only what is broken and needs 5) _____. But satisfying relationships (and a happy life) require us to notice and respond to what is 6) _____, to work well-done, to food well-cooked, etc.

It is the ongoing expression of gratitude and appreciation that makes a relationship strong enough to 7) _____ when they come along. Thinkers and researchers in many different fields have reached a similar conclusion: healthy relationships need 8) _____ appreciation.

Part C Close Listening

Learning Points

Listening Skills: Listening for Details

Listening for details means listening for specific information—perhaps a number, name or object. You can ignore anything that does not sound relevant. In this way, you are able to narrow down your search and get the detail you need.

In a listening test, if you are asked to write down the age of a person, listen for the words related to age ('old', 'young', 'years', 'date of birth', etc.) or a number that could represent that person's age. If it is a conversation, you might wait to hear someone beginning a question with "How old...?"

Words and Phrases

crocodile: *n.* 鳄鱼

reptile: *n.* 爬行动物

blizzard: *n.* 暴风雪

tramp: *n.* 流浪汉

slapstick: *n.* 粗俗滑稽剧

incalculable: *adj.* 不可估量的

I. Directions: You are going to listen to a weather report. Listen carefully and write down some details in the table.

Time	Temperature	Weather condition
Saturday	1) _____	2) _____

续表

Time	Temperature	Weather condition
Saturday evening	3) _____	4) _____
Sunday morning	—	5) _____
Sunday night	—	6) _____

II. Directions: You are going to listen to 4 pieces of news. Listen carefully and write down the details in the table.

News Items	Details
News Item 1	1. A _____ attacked a _____ walking his _____ along a _____ in _____.
News Item 2	2. A tornado carried a woman _____ from town. She offered a _____ reward for her lost cat.
News Item 3	3. A man was trapped in _____ for _____ days. His was not saved until breaking _____ and signaling for help with _____.
News Item 4	4. A Canadian family survived in a blizzard on _____, _____, and _____ for _____ days. The temperature was _____.

III. Directions: You're going to hear a conversation and a passage. Listen carefully and choose the right answer to each question.

Task 1 Conversation

- What are they planning on doing in the morning?
 - Fishing.
 - Mountain biking.
 - Hiking.
- According to the weather report, when would it start raining?
 - In the afternoon.
 - At night.
 - In the morning.
- What did Paul forget to bring?
 - Rain coats.
 - Umbrellas.
 - Rain boots.
- Where did Sara leave the playing cards?
 - Next to picnic table.
 - On picnic table.
 - Under picnic table.

5. What do they finally decide to do?
- A. Stay at a hotel. B. Return home. C. Sleep at the campground.

Task 2 Passage

1. The groups which had more leisure time were predominantly _____.
 - A. male and female middle and working class.
 - B. male middle class, working class and immigrants.
 - C. male and female working class and immigrants.
 - D. female middle class, working class and immigrants.
2. Traditional organizations _____ commercial recreation.
 - A. supervised
 - B. founded
 - C. disapproved of
 - D. encouraged
3. Schools and churches responded by _____.
 - A. preaching against commercial recreation.
 - B. offering morally acceptable alternatives.
 - C. putting on their own shows and fairs.
 - D. adopting a less moral stance.
4. The new voluntary organizations of this era _____.
 - A. were mostly geared towards boys and men.
 - B. included groups for both children and adults.
 - C. were run as extra-curricular school activities.
 - D. were all founded by religious groups.
5. The Playground Association of America _____.
 - A. believed that children needed unsupervised time away from adults.
 - B. was set up to ensure that playgrounds were safe for children.
 - C. argued that voluntary organizations reduced children's opportunities for outdoor play.
 - D. trained adults in how to lead children in constructive play.

IV. Directions: You are going to listen to a dialogue. Please listen carefully and decide whether the following statements are true or false.

- _____ 1. Elizabeth really hates action and adventure movies.
- _____ 2. Elizabeth likes musicals.
- _____ 3. Action and adventure movies make Harry feel scared.
- _____ 4. A new mystery movie came out yesterday.
- _____ 5. Harry and Elizabeth both like mysteries.

V. Directions: You're going to hear a report on video games. Listen carefully and choose the right answer to each question.

1. Jason's parents were concerned about his addiction to video games.
A. True. B. False. C. It's not mentioned in the report.
2. Jason thinks that finding work related to video games may be difficult for him.
A. True. B. False. C. It's not mentioned in the report.
3. Game technology is not used in other industries.
A. True. B. False. C. It's not mentioned in the report.
4. The games developed by the U. S. Army can be downloaded free.
A. True. B. False. C. It's not mentioned in the report.
5. The D. C. area has about _____ game-oriented technology firms.
A. 100. B. 200. C. 1, 000.

VI. Directions: You're going to listen to a passage. Listen carefully and complete the missing information.

Charlie Chaplin was an English 1) _____, filmmaker, and composer who rose to fame in the era of silent film. Chaplin became a worldwide 2) _____ through his screen persona "the Tramp" and is considered one of the most important figures in the history of the film industry. His career 3) _____ more than 75 years, from childhood in the Victorian era until a year before his death in 1977, and encompassed

both 4) _____.

Chaplin's childhood in London was one of 5) _____. As his father was absent and his mother struggled 6) _____, he was sent to a workhouse twice before the age of nine. When he was 14, his mother was committed to a 7) _____. Chaplin began performing at an early age, touring music halls and later working as a stage actor and comedian. At 19, he was signed to the prestigious Fred Karno company, which took him to America. Chaplin was scouted for the film industry and began appearing in 1914 for Keystone Studios. He soon developed the Tramp persona and formed a 8) _____. By 1918, he was one of the best-known figures in the world.

In 1919, Chaplin 9) _____ the distribution company United Artists, which gave him complete control over his films. Chaplin wrote, 10) _____, and composed the music for most of his films. He was a 11) _____, and his financial independence enabled him to spend years on the development and production of a picture. His films are characterized by slapstick combined with pathos, typified in the Tramp's struggles against adversity. In 1972, as part of a 12) _____ for his work, Chaplin received an Honorary Academy Award for "the incalculable effect he has had in making motion pictures the art form of this century".

Tests

Test 1

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Questions 1 and 2 will be based on the news report you have just heard.

1.
 - A. Imported goods enjoy larger popularity than domestic goods.
 - B. Mobile purchase is more appealing to elderly people.
 - C. Women aged 23 to 35 do most of their purchase online.
 - D. Women make more contributions to online shopping than men.
2.

A. 11 million dollars.	B. 23 million dollars.
C. 35 million dollars.	D. 70 million dollars.

Questions 3 and 4 will be based on the news report you have just heard.

3. A. About 180,000
B. About 220,000
C. About 250,000
D. About 600,000
4. A. Tax cuts
B. Subsidy policies
C. Quality instead of quantity
D. The increase in production

Questions 5 to 7 will be based on the news report you have just heard.

5. A. Public transportation is popular among pupils in Nairobi.
B. Pupils suffer a lot from the terrible traffic in Nairobi.
C. Nairobi primary schools are strict with their students.
D. Nairobi pupils tend to wake up early and stay up late.
6. A. They were trapped in their school bus.
B. They failed to meet their parents at school.
C. They had fun with their parents in Boma Hotel.
D. They refused to go to school because of the floods.
7. A. Commuters' performance benefited much from them.
B. Nairobi had taken measures to solve this problem.
C. They could affect pupils' attitude towards school.
D. They could decrease people's stress and anger.

Section B

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Questions 8 to 11 are based on the conversation you have just heard.

8. A. France.
C. Russia.
 - B. Scandinavia.
D. East Europe.
9. A. More women will be promoted in the workplace.
B. More women will overcome their inadequacies.
C. More women will receive higher education.

- D. More women will work outside the family.
10. A. Try hard to protect women's rights.
B. Educate men to respect women more.
C. Help women acquire more professional skills.
D. Spend more time changing women's attitudes.
11. A. Learn how to get along with them.
B. Spend more time in changing men's attitude.
C. Teach men how to look after their children.
D. Teach men to spend more time doing housework.

Questions 12 to 15 are based on the conversation you have just heard.

12. A. In a restaurant. B. In a hotel lobby.
C. At the man's office. D. At the woman's place.
13. A. He is the chief designer of the latest bike model.
B. He has completed an overseas market survey.
C. He is the Managing Director of Jayal Motors.
D. He has just come back from a trip to Africa.
14. A. To select the right model. B. To get a good import agent.
C. To convince the board members. D. To cut down production costs.
15. A. His flexibility. B. His vision.
C. His intelligence. D. His determination.

Section C

Directions: In this section, you will hear three passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions

will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Passage One

Questions 16 to 18 are based on the passage you have just heard.

16. A. How being an identical twin influences one's identity.
B. Why some identical twins keep their identities secret.
C. Why some identical twins were separated from birth.
D. How identical twins are born, raised and educated.
17. A. Their second wives were named Linda.
B. They grew up in different surroundings.
C. Their first children were both daughters.
D. They both got married when they were 39.
18. A. They want to find out the relationship between environment and biology.
B. They want to see what characteristics distinguish one from the other.
C. They want to understand how twins communicate when far apart.
D. They want to know whether twins can feel each other's pain.

Passage Two

Questions 19 to 21 are based on the passage you have just heard.

19. A. It is especially attractive to children and the young.
B. It is the first choice of vacationers on the Continent.
C. It is as comfortable as living in a permanent house.
D. It is an inexpensive way of spending a holiday.
20. A. It has a solid plastic frame.
B. It consists of an inner and an outer tent.
C. It is very convenient to set up.
D. It is sold to many Continental countries.

21. A. A groundsheet. B. A gas stove.
C. A kitchen extension. D. A spare tent.

Passage Three

Questions 22 to 25 are based on the passage you have just heard.

22. A. It covers 179 square miles. B. It is as big as New York City.
C. It covers 97 square kilometers. D. It is only half the size of Spain.
23. A. Its geographic features attracted many visitors.
B. Its citizens enjoyed a peaceful, comfortable life.
C. It imported food from foreign countries.
D. It was cut off from the rest of the world.
24. A. The fast development of its neighboring countries.
B. The increasing investment by developed countries.
C. The building of roads connecting it with neighboring countries.
D. The establishing of diplomatic relations with France and Spain.
25. A. They work on their farms.
B. They work in the tourist industry.
C. They raise domestic animals.
D. They make traditional handicrafts.

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Questions 1 and 2 are based on the news report you have just heard.

1. A. It was dangerous to live in. B. It was going to be renovated.
C. He could no longer pay the rent. D. He had sold it to the royal family.
2. A. A strike. B. A storm.
C. A forest fire. D. A terrorist attack.

Questions 3 and 4 are based on the news report you have just heard.

3. A. They lost contact with the emergency department.
B. They were trapped in an underground elevator.
C. They were injured by suddenly falling rocks.
D. They sent calls for help via a portable radio.
4. A. They tried hard to repair the elevator.
B. They released the details of the accident.
C. They sent supplies to keep the miners warm.

- D. They provided the miners with food and water.

Questions 5 to 7 are based on the news report you have just heard.

5. A. Raise postage rates. B. Improve its services.
C. Redesign delivery routes. D. Close some of its post offices.
6. A. Shortening business hours.
B. Closing offices on holidays.
C. Stopping mail delivery on Saturdays.
D. Computerizing mail sorting processes.
7. A. Many post office staff will lose their jobs.
B. Many people will begin to complain.
C. Taxpayers will be very pleased.
D. A lot of controversy will arise.

Section B

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Questions 8 to 11 are based on the conversation you have just heard.

8. A. He will be kept from promotion. B. He will go through retraining.
C. He will be given a warning. D. He will lose part of his pay.
9. A. He is always on time.
B. He is a trustworthy guy.

- C. He is an experienced press operator.
D. He is on good terms with his workmates.
10. A. She is a trade union representative.
B. She is in charge of public relations.
C. She is a senior manager of the shop.
D. She is better at handling such matters.
11. A. He is skilled and experienced.
B. He is very close to the manager.
C. He is always trying to stir up trouble.
D. He is always complaining about low wages.

Questions 12 to 15 are based on the conversation you have just heard.

12. A. Open. B. Friendly.
C. Selfish. D. Reserved.
13. A. They stay quiet. B. They read a book.
C. They talk about the weather. D. They chat with fellow passengers.
14. A. She was always treated as a foreigner.
B. She was eager to visit an English castle.
C. She was never invited to a colleague's home.
D. She was unwilling to make friends with workmates.
15. A. Houses are much more quiet. B. Houses provide more privacy.
C. They want to have more space. D. They want a garden of their own.

Section C

Directions: In this section, you will hear three passages. At the end of each

passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Questions 16 to 18 are based on the passage you have just heard.

- 16. A. They don't have much choice of jobs.
B. They are likely to get much higher pay.
C. They don't have to go through job interviews.
D. They will automatically be given hiring priority.
- 17. A. Ask their professors for help.
B. Look at school bulletin boards.
C. Visit the school careers service.
D. Go through campus newspapers.
- 18. A. Helping students find the books and journals they need.
B. Supervising study spaces to ensure a quiet atmosphere.
C. Helping students arrange appointments with librarians.
D. Providing students with information about the library.

Questions 19 to 21 are based on the passage you have just heard.

- 19. A. It tastes better.
B. It is easier to grow.
C. It may be sold at a higher price.
D. It can better survive extreme weathers.
- 20. A. It is healthier than green tea.
B. It can grow in drier soil.
C. It will replace green tea one day.
D. It is immune to various diseases.
- 21. A. It has been well received by many tea drinkers.

- B. It does not bring the promised health benefits.
- C. It has made tea farmers' life easier.
- D. It does not have a stable market.

Questions 22 to 25 are based on the passage you have just heard.

- 22.
 - A. They need decorations to show their status.
 - B. They prefer unique objects of high quality.
 - C. They decorate their homes themselves.
 - D. They care more about environment.
- 23.
 - A. They were proud of their creations.
 - B. They could only try to create at night.
 - C. They made great contributions to society.
 - D. They focused on the quality of their products.
- 24.
 - A. Make wise choices.
 - B. Identify fake crafts.
 - C. Design handicrafts themselves.
 - D. Learn the importance of creation.
- 25.
 - A. To boost the local economy.
 - B. To attract foreign investments.
 - C. To arouse public interest in crafts.
 - D. To preserve the traditional culture.

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Questions 1 and 2 are based on the news report you have just heard.

1. A. The majority of drivers prefer to drive and park themselves.
B. Human drivers become easily distracted or tired while driving.
C. Most drivers feel uncertain about the safety of self-driving cars.
D. Most drivers have test driven cars with automatic braking features.
2. A. Their drivers would feel safe after getting used to the automatic devices.
B. They would be unpopular with drivers who only trust their own skills.
C. Their increased comfort levels have boosted their sales.
D. They are not actually as safe as automakers advertise.

Questions 3 and 4 are based on the news report you have just heard.

3. A. Thefts of snowmobile dogs in Alaska.
B. A series of injuries to snowmobile drivers.
C. Attacks on some Iditarod Race competitors.

- D. A serious accident in the Alaska sports event.
4. A. He stayed behind to look after his injured dogs.
B. He has won the Alaska Iditarod Race four times.
C. He received a minor injury in the Iditarod Race.
D. He has quit the competition in Alaska for good.

Questions 5 to 7 are based on the news report you have just heard.

5. A. It sank into the sea due to overloading.
B. It ran into Nicaragua's Big Corn Island.
C. It disappeared between two large islands.
D. It turned over because of strong winds.
6. A. 13. B. 25. C. 30. D. 32.
7. A. He has helped with the rescue effort.
B. He is being investigated by the police.
C. He is drowned with the passengers.
D. He is among those people missing.

Section B

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Questions 8 to 11 are based on the conversation you have just heard.

8. A. At a shopping centre. B. At a community college.

- C. At an accountancy firm. D. At an IT company.
9. A. Helping out with data input. B. Arranging interviews.
C. Sorting application forms. D. Making phone calls.
10. A. He enjoys using computers. B. He needs the money badly.
C. He wants to work in the city centre. D. He has relevant working experience.
11. A. Purchase some business suits. B. Learn some computer language.
C. Improve his programming skills. D. Review some accountancy terms.

Questions 12 to 15 are based on the conversation you have just heard.

12. A. They are keen on high technology.
B. They are poor at technology skills.
C. They often listen to National Public Radio.
D. They feel superior in science and technology.
13. A. Japanese. B. Germans. C. Poles. D. Americans.
14. A. Emailing. B. Texting. C. Science. D. Literacy.
15. A. It is undergoing a drastic reform.
B. It lays emphasis on creative thinking.
C. It has much room for improvement.
D. It prioritizes training of practical skills.

Section C

Directions: In this section, you will hear three passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Questions 16 to 18 are based on the passage you have just heard.

16. A. They have small roots.
B. They grow white flowers.
C. They taste like apples.
D. They come from Central Africa.
17. A. They turned from white to purple in color.
B. They became popular on the world market.
C. They became an important food for humans.
D. They began to look like modernday carrots.
18. A. They were found quite nutritious.
B. There were serious food shortages.
C. People discovered their medicinal value.
D. Farm machines helped lower their prices.

Questions 19 to 21 are based on the passage you have just heard.

19. A. She could update her family anytime she liked.
B. She could call up her family whenever she liked.
C. She could locate her friends wherever they were.
D. She could download as many pictures as she liked.
20. A. She liked to inform her friends about her success.
B. She enjoyed reading her friends' status updates.
C. She felt quite popular among them.
D. She felt she was a teenager again.
21. A. She could barely respond to all her 500 Facebook friends.
B. She spent more time updating her friends than her family.
C. She could barely balance Facebook updates and her work.
D. She didn't seem to be doing as well as her Facebook friends.

Questions 22 to 25 are based on the passage you have just heard.

22. A. They have strong muscles.
B. They live a longer life than horses.
C. They eat much less in winter.
D. They can work longer than donkeys.
23. A. It was a pet of a Spanish king.
B. It was bought by George Washington.
C. It was brought over from Spain.
D. It was donated by a U.S. Ambassador.
24. A. They met and exchanged ideas on animal breeding.
B. They participated in a mule-driving competition.
C. They showed and traded animals in the market.
D. They fed mules with the best food they could find.
25. A. The wider use of horses.
B. The arrival of tractors.
C. A shrinking animal trade.
D. A growing donkey population.

Tapescripts

Unit 1 College Life

Part A Phonetics Sound Recognition

I. Directions: You'll hear one word read from each group. Listen carefully and circle the letter beside the word you hear.

- | | |
|------------|------------|
| 1. dad | 2. sat |
| 3. lad | 4. met |
| 5. sand | 6. shy |
| 7. shock | 8. chip |
| 9. foot | 10. mop |
| 11. hut | 12. better |
| 13. lock | 14. peat |
| 15. caught | |

II. Directions: You'll hear some sentences. Listen carefully and circle the letter beside the word you hear in the sentence.

1. May I introduce Miss Jones to you?
2. My birthday is on June 20th.
3. Paul, is your sister married?
4. I want to sell the boat.
5. Don't drop the bowl.

6. They took too much.
7. This coffee tastes bitter.
8. Thank you for your lift.
9. Rose enjoys working with Ruth.
10. Do you see the cock over there?

Part B Communicative Function Greetings and Introductions

I. Directions: Listen and complete the dialogue.

Dialogue 1

Bill: Mum, I've brought one of my friends.

Mother: Ask him in, Bill.

Bill: 1) Come and meet my family, Tim. Mum, 2) this is Tim, my roommate.

Mother: Hello, Tim, 3) it's good to know you.

Tim: 4) How do you do, Mrs. Brown?

Bill: And 5) this is my sister, Jane.

Dialogue 2

Jack: Hi, Linda.

Linda: Hello, Jack. 6) How are you doing?

Jack: Great, thanks. How about you?

Linda: Fine, thanks. 7) Where are you off to?

Jack: I'm heading for the Sports Center.

(Professor Smith is coming towards them.)

Linda: Oh, Jack, 8) I'd like you to meet Professor Smith. Mr. Smith, 9) this is my

friend Jack. Jack, this is Professor Smith.

Smith: 10) How do you do, Jack?

Jack: How do you do, Mr. Smith? 11) It's a pleasure to meet you.

Smith: 12) Nice to meet you too, Jack. Are you and Linda in the same class?

Jack: Yes, we're both in Professor Jones's English class.

Linda: Jack is a very good football player and he has played it for years.

Smith: Has he? I like watching football games.

Jack: 13) Will you come and watch us play someday, Mr. Smith?

Smith: Yes, I will. Thank you.

Jack: Excuse me, I have to leave now. 14) Very nice meeting you, Professor Smith.

Smith: 15) Same here.

II. Directions: You're going to hear some sentences. Repeat each sentence you hear. Then listen again and write down the sentence.

1. May I have the pleasure of introducing my professor to you?
2. How are you getting on these days?
3. I'm pleased to meet you.
4. Nothing much. What's new with you?
5. May I take the opportunity to introduce myself?

Part C Close Listening

I. Directions: You're going to hear 10 short conversations. Listen carefully and choose the right answer to each question you heard.

1. **M:** Would you like anything else ?

W: Well, I'd like to see your pie menu. That's the main reason why I like to dine here.

Q: Where does the conversation take place ?

2. **W:** Please relax and tell me exactly where you are.
M: I'm on the Lincoln Highway, about 15 miles from the Washington Tunnel, and this lady is going to have a baby.
Q: Where is the man now ?
3. **W:** Hello, this is Mary Conners. May I speak with my husband please?
M: He has just gone out with a customer to show him a new car.
Q: What type of work does Mr. Conners do?
4. **M:** I'm going to the zoo to make some sketches of elephants today.
W: May I go with you? I have the same assignment.
Q: What are the two speakers?
5. **W:** Aren't we supposed to have a science test this afternoon?
M: It was postponed because the teacher had to attend a conference.
Q: What do we learn from this conversation?
6. **W:** Jack, would you mind driving me to the station?
M: Sure, why not!
Q: How does Jack respond to the question?
7. **M:** Can you stay for supper?
W: I'd like to, but I have to go and buy some meat and fruit before my brother comes home from his office.
Q: What will the woman do?
8. **M:** Could you tell me when the next bus leaves for New York?
W: The next bus leaves in three minutes. If you run you might catch it.
Q: What will the man probably do?
9. **M:** I've been trying to reach Jane for the past half an hour. I wonder what she could still be doing at such late hours at her friend's place.
W: Maybe you should try calling her friend.
Q: What does the woman suggest the man do?
10. **M:** The new sales manager says he has never met you before.

W: We've been introduced about three times. He seems a little forgetful.

Q: What do we learn about the new sales manager ?

II. Directions: Listen and answer questions.

I don't think we have to sound like English person when we speak but it is important to pronounce well enough to make ourselves understood.

My own pronunciation in English isn't terribly good and I need to work on it. As we are non-English major students, our class is usually very big. That means our teacher doesn't have much time for practice in pronunciation and intonation in class. So it's necessary that we spend some time after class listening to tapes and practice reading and imitating. Sometimes, when I'm alone, I listen to text recording and read the words and sentences aloud. I find that makes my English sound better.

III. Directions: You're going to hear three passages. Listen carefully and choose the right answer to each question you hear.

Passage 1

The ideal teacher may be young or old, tall or short, fat or thin. He should know his subject, but he can make mistakes if he is willing to learn. His personality is as important as his scholarship. The ideal teacher must be enthusiastic. He must never teach anything himself he is not interested in. He should be a bit of an actor and he should not be afraid to show his feelings and express his likes and dislikes. He must like his students and respect them, but he must also respect himself and take pride in his work. Otherwise, he cannot respect his students and win respect from them. The ideal teacher should have an understanding of his students and be able to relate to them. He needs students' understanding, too. The ideal teacher should be kind, encouraging, and helpful and he should motivate his students to seek knowledge. The ideal teacher should see his students as individuals and acknowledge their differences.

He must know how to encourage the self-development and growth of each of his students. The ideal teacher is one who grows, learns, and improves himself along with his students.

The following questions are based on the passage you have just heard.

1. Which of the following is the least important in judging an ideal teacher according to the passage?
2. Can an ideal teacher make mistakes?
3. What relationship should be set up between an ideal teacher and his students according to the passage?
4. How does an ideal teacher view his students?
5. Which of the following can be inferred from the passage?

Passage 2

Good morning. As part of the arrangements to make you familiar with the campus life, the Dean's Office has scheduled a short tour of the medical clinic and the school hospital. We, the nursing staff, hope that none of you get sick. But in case you do become ill, we want you to know what procedures to follow. If you have a really bad cold, it is a good idea to have one of us check you over at the clinic. It's possible to get pneumonia when you neglect the cough. If you do get something as serious as pneumonia, you'll have to come and stay in the hospital. On the other hand, if you just have an ordinary cold, you can usually stay in your dormitory room. Many students try to keep up with their usual activities when they don't feel well. As a result, they often get much sicker. I think it is wise to rest more and skip a few classes. If you are ill, you can always get a medical excuse from one of us or from the doctor. The clinic hours are from nine to twelve every weekday morning. But you can also call the emergency number which is on the front of your campus telephone book.

The following questions are based on the passage you have just heard.

1. Who is the speaker?
2. What is the main topic of the talk?
3. What does the speaker suggest for students who have bad colds?
4. What does the speaker say that people should do to protect their health?

Passage 3

My biggest challenge as a college student is time management. In high school, my homework could usually be completed in class. After a long week of school, I always found time to have fun. I could go to every football and basketball game and every party, even if it meant sneaking out of the house. In high school, homework was not as important as it is in college.

Even so, there are so many parties in college. My freshman year in college was all about parties, and I struggled with my assignments. The importance of managing my time didn't hit me until the end of my fall semester as a sophomore. I thought my grades would not be high enough to keep my academic scholarship. I remember crying in the office of one of my professors. I also recall having to do extra assignments in some of my other classes.

When I found out I could lose my scholarship, I thought I would die. I could not sleep or eat until I found out my grades. However, I didn't fail any of my classes. I also kept my scholarship. From that time forward, I began using all my free time to study. At first I had to force myself to study on weekends. Now I know parties can wait, because graduating is more important.

The following questions are based on the passage you have just heard.

1. What is the speaker's biggest challenge in college?
2. How did the speaker realize the importance of managing his time?
3. Which of the following is true according to the passage?

Unit 2 Holidays

Part A Phonetics Consonant Clusters

I. Directions: Listen and repeat.

- | | | | |
|-----------|---------|--------|--------|
| 1. bleach | pleach | breech | preach |
| 2. blade | played | braid | prayed |
| 3. blaze | plays | braise | praise |
| 4. glaze | clays | graze | craze |
| 5. glows | clothes | grows | crows |
| 6. angle | ankle | anger | anchor |

II. Directions: Listen to the following words carefully. Write down and point out whether the pairs of words you hear contain the same or different consonant clusters.

- | | |
|---------------------------------|---------------------------------|
| 1. <u>crick</u> —— <u>click</u> | 2. <u>crime</u> —— <u>crime</u> |
| 3. <u>grass</u> —— <u>glass</u> | 4. <u>green</u> —— <u>glean</u> |
| 5. <u>pray</u> —— <u>play</u> | 6. <u>brew</u> —— <u>blue</u> |
| 7. <u>fry</u> —— <u>fly</u> | 8. <u>flows</u> —— <u>froze</u> |

III. Directions: Listen for the missing words and write them in the blanks.

1. Please call an ambulance. That man is bleeding.
2. Where shall I put these blooms?
3. How did the publisher react to the plays you give him?

4. We thought you were having a heart attack when you gasped and pressed your hand to your breast.
5. In the blink of an eye, we were on the brink of disaster.
6. Don't preach at me, I'll bleach my hair if I want to.

Part B Communicative Function Making, Accepting and Declining Invitations

I. Directions: Listen and complete the dialogue

Dialogue 1

A: What are you doing tomorrow?

B: 1) Nothing special. Why?

A: Do you want to see the new Ice Age movie?

B: 2) Sure! What time?

A: 8: 00 p.m. 3) May I come to pick you up at 7?

B: That'd 4) be lovely.

A: See you tomorrow.

B: See you.

Dialogue 2

A: 5) Are you free this weekend?

B: I believe so.

A: 6) We were wondering if you'd like to go to a concert with us. We have an extra ticket.

B: 7) I'd love to! Where is it and what time?

A: 7:30 Friday night at the Grand Theater.

B: 8) I'll see you there. Thank you so much!

A: You're welcome.

Dialogue 3

A: I'm thinking of going to the mall to buy some clothes. 9) Are you interested in going?

B: I'd love to, but 10) I'd better not. I have an exam next Tuesday.

A: But today is Friday. You have four days!

B: OK. I'll go with you.

A: Great. 11) How about having dinner in the mall after shopping?

B: 12) Good idea.

A: 13) Do you want to go skating after dinner?

B: I'm sorry, but I can't. I should get back to studying after dinner. 14) Maybe next time.

A: All right. I understand. We'll just shop and 15) get a bite to eat then.

B: Sounds great.

II. Directions: You're going to hear some sentences. Repeat each sentence you hear. Then listen again and write down the sentence.

1. I wish I could, but I have a lot of work to do.
2. How about having dinner at the new restaurant?
3. Sorry, I can't. But thanks all the same. Maybe another time.
4. Thanks! That sounds like fun.
5. Would you be interested in going to the exhibition?

Part C Close Listening

I. Directions: You are going to hear some talks. Listen and fill out the table with information you've heard. Write only 1 word or number in each numbered box.

Talk 1: you will hear a weather report.

It's a pleasant 73 degrees here. For those of you traveling tomorrow, here is a quick look at the weather for cities around the world. In Amsterdam it should be clear tomorrow with a high of 82 and a low of 70. Athens is also expected to be clear with a high of 80 and a low of 70. Bangkok will be cloudy with a high of 90 and a low of 75. We also expect Beijing to be cloudy with a high of 96 and a low of 64. In Bogota you'll need your raincoats with rain expected and a high of only 56. At night the temperature will go down to 48. It will also rain in Cairo but much warmer with a high of 93 and a low of 73. Dublin will be cloudy, as it often is at this time of year, with a high of 75 and a low of 55. Istanbul will be clear with a high of 86 and a low of 70 while in Moscow the weather will be cloudy and on the cool side with temperatures only reaching a high of 66 and going down to 48 at night. If you don't want hot weather, stay away from New Delhi, where the temperature is expected to reach a high of 112 under cloudy skies and go down to a not very comfortable low of 80.

Talk 2: You will hear an announcement by a tour guide.

Good morning everyone. My name is Craig Stone, and I'll be your guide for today's tour of Kyoto. First, I want to go over the itinerary for the tour, so everyone can enjoy the trip without being worried about being left behind along the way. Of course, no one has gotten lost so far.

First of all, we'll be leaving at 9:15 outside the main train station exit. That's in

thirty minutes. Be sure to board the bus by 9:00 sharp.

We'll be visiting some of the most famous historical spots in Kyoto. Our first stop will be at the Golden Pavilion, a temple constructed in 1397. We'll be leaving there at 10:30. You'll have about forty-five minutes to stroll around the temple and its gardens.

Our next destination will be Ryoanji Temple. That's always a difficult one to pronounce. This temple is famous for its beautiful rock garden. We'll depart from the temple at 11:45.

Next, we'll have lunch from 12:00 to 12:45. In the afternoon, we'll be making a brief stop at Heian Jingu Shrine, which was constructed in 1895 to commemorate the 1,100th anniversary of the founding of the city of Kyoto.

After that, we'll head downtown and stop in Gion. Many people asked me about different traditional shopping areas, and this is a place we don't want to miss. You'll have about an hour to look around, and I'm sure you'll enjoy the atmosphere of the entire area—the shops, the homes, and the restaurants. We'll be leaving Gion at 2:30.

Finally, we'll visit Nijojo Castle. You'll have about an hour to tour the castle, and we'll meet at the bus at 4:00.

II. Directions: You're going to hear an interview. Listen carefully and choose the right answer to each question you hear.

News Reporter: Hello. This is Charles Richards from Channel 7 News, and we're down here, uh, at the City Mall, interviewing people on how they celebrate Christmas. And, uh, hi young lady. What is your name?

Young Girl: Elizabeth Carter.

News Reporter: And, uh, Elizabeth, uh. How does your family celebrate Christmas?

Young Girl: We go sledding, and we go over to my grandparents' house and have dinner with them.

News Reporter: Well, that is great, and let me ask this young man. Hi, there, what is your name? [Johnny.] And Johnny, how old are you?

Johnny: Five.

News Reporter: And, uh, does your family eat anything particular for Christmas?

Johnny: Turkey...

News Reporter: And what does Christmas mean to you?

Young Girl: Going to my grandma's and making their breakfast.

News Reporter: Going to grandma's and making breakfast. And let me ask another young man. Hi, what is your name? [Steven.] Okay, and Steven, what does your... what does Christmas mean to you?

Steven: Giving but not expecting to get.

News Reporter: Now, that's kind of hard for a young man like yourself. What does that mean: Giving by not expecting?

Steven: Well, one thing that we do is secret giving.

News Reporter: Secret giving? Now how does that work in your family?

Steven: We sneak up to the porch of somebody that we want to give to, we put the gift that we want to give to them, ring the doorbell, and hide.

News Reporter: Ring the doorbell and hide? Uh, so you're not expecting something; you just want to be generous to someone else. Is that right?

Steven: Yeah. That's correct.

News Reporter: And let's interview one more. And, uh, how do you celebrate Christmas? What is the best thing about Christmas and what does it mean to you?

Child: It means getting off from school!

News Reporter: Getting off from school?! Do you all feel that way?

Group of Children: Yeah!!

Young Girl: Because I hate homework.

News Reporter: Yeah. Well, that all here from the City Mall. Channel 7 reporting.

The following questions are based on the interview you have just heard.

1. Where does this news program take place?

2. How does the young girl, Elizabeth, celebrate this holiday with her family?
3. What does Johnny and his family eat on this day?
4. What sentence best describes Steven's feelings about Christmas?
5. What is the best thing about Christmas according to the final young woman?

III. Directions: You're going to hear three passages.

Passage 1: Listen carefully and choose the right answer to each question you hear.

On February 14th many people in the world celebrate an unusual holiday, St. Valentine's Day, a special day for lovers. Valentines are cards usually red and shaped like hearts with messages of love written in them. Lovers send these cards to each other on that day, often without signing their names.

The origin of this holiday is uncertain but according to one story it gets its name from a Christian named Valentine who lived in Rome during the 3rd century A.D. His job was to perform marriages for Christian couples. Unfortunately, the Emperor of Rome didn't allow Christian marriages. So they had to be performed in secret. Finally Valentine was arrested and put into prison. While he was in prison he fell in love with the daughter of the prison guard. After one year the Emperor offered to release Valentine if he would stop performing Christian marriages. Valentine refused and so he was killed in February, 270 A.D. Before he was killed Valentine sent a love letter to the daughter of the prison guard. He signed the letter "from your Valentine". That was the first Valentine.

Today tens of millions of people send and receive Valentines on St. Valentine's Day. Whether it is an expensive heart-shaped box of chocolates from a secret admirer or a simple hand-made card from a child, a Valentine is a very special message of love.

The following questions are based on the conversation you have just heard.

1. What is the passage mainly about?

2. Why was Valentine killed?
3. Why do people send Valentines to each other nowadays?

Passage 2: Listen carefully and choose the right answer to each question you hear.

Mr. Young ran his own business and worked very hard. His wife was afraid that he would get sick if he continued like that, so she often tried to get him to take a vacation. At last she managed to persuade him to do so, and she hoped that he would be able to enjoy his vacation without any disturbance, so before they left, Mrs. Young went to see her husband's secretary. She said to her, "My husband needs a vacation very much, so whatever happens, please don't bother him with telegrams and letters about business problems while we are away. Just wait until we get back."

After Mr. and Mrs. Young had been away about a week, Mr. Young received a letter from his secretary which said, "Something terrible happened to your business, but I'm not going to bother you with it while you're enjoying your vacation."

The following questions are based on the passage you have just heard.

1. What did Mr. Young do?
2. What was Mrs. Young worried about?
3. What was Mrs. Young afraid of?
4. Why didn't the secretary explain in her letter what had happened to Mr. Young's business?
5. What can you learn from the story?

Passage 3: Listen and decide whether the statements are true or false. Write "T" or "F" in the brackets.

Kung Hei Fat Choi. That's a phrase that's just been heard many times in London's Chinatown over the last few days.

Why? Because it's Chinese New Year, and the UK's Chinese community are

celebrating the year of the dog.

This year the celebrations have been more spectacular than ever, with more than 200,000 people congregating to watch a huge parade of lions, dragons, drums and ribbon and fun dancers. The procession made its way from Chinatown to Trafalgar Square, the very heart of London.

London has a proud history of multiculturalism, and the Chinese Community is one of the oldest in the city.

Chinese immigrants first came to London in the mid-19th century, consisting mainly of seamen involved in the tea trade, via Canton. For that reason, Cantonese is still spoken more widely in the UK than Mandarin.

A more recent wave of immigration took place in the 1960's when many workers came from Hong Kong to find work in the flourishing restaurant business.

One part of the central London neighborhood of Soho becomes synonymous with Chinese restaurants and began to be known as a Chinatown.

Today, more than 60,000 people of Chinese descent live in London, which means that there are plenty of people to conduct the New Year festivities.

This year's celebrations include more than 100 events, from lion-dancing to elephant chess whilst London's museums, art galleries and theaters are running special Chinese-themed seasons. Most of these have been organized through partnership between Chinese community groups and the mayor of London's office.

Indeed London's mayor, Ken Livingstone, has been an outspoken advocate of strengthening ties between the UK and China. In his Chinese New Year speech, he said "To everyone in China, think of London as your second home. So, whether you're in London, Beijing or Hong Kong, have a happy Chinese New Year."

Unit 3 Shopping

Part A Phonetics Sound Recognition

I. Directions: The following exercise is for you to recognize the weak forms of certain words. Listen to the following ten phrases carefully. Repeat what you hear and supply the missing words in the blanks.

1. not at school
2. listen and write
3. on the campus
4. some information
5. a cup of coffee
6. away from home
7. early but boring
8. fond of reading
9. just as well
10. good for nothing

II. Directions: You will hear five sentences. Repeat what you hear and supply the missing words in the blanks.

1. We'll take a picnic lunch by the seaside.
2. Why don't you take a break and join us for a drink at the bar next door?
3. You wanted to keep it a secret, didn't you?

4. Should it be beautiful, practical or something else?
5. Housing has in fact improved enormously.

III. Directions: Listen to the following monologue and supply the missing words in the blanks.

I 1) only have about \$600 a month to pay for housing, food, 2) clothes and books and I 3) can't even afford a pack of cigarettes—that's how 4) tight it is. So, when they raised the rent from \$265 to \$275, I 5) had no choice but to get out. I study 6) a lot at home so I need a room with a good big window 7) and lots of light so a new room 8) wasn't easy to find. As luck 9) would have it, though, a friend of mine 10) was moving out of his place to share an apartment 11) with a friend and I got his. It's only \$260 a month 12) and it has a little kitchen too, 13) so I'll be able to cook some of my food instead of having to eat at restaurants.

I figure with the five dollars 14) I'm saving in the rent and another \$50 I'll save cooking my own food, I might be able to go to the movies now 15) and then or even ask out a boy on a date. Things are looking up.

Part B Communicative Function Making Requests and Enquiries

I. Directions: Listen and complete the dialogues.

Dialogue 1

A: Hello.

B: Hi, Mandy. It's Jill. I'm still at work.

A: Work? I thought you got off work at 4:00.

B: I was supposed to but I had to 1) meet the boss. Listen. I'm running late. Could you

do me a favor?

A: Sure. Anything. What do you need?

B: I'm having some friends over for a BBQ tonight. Could you 2) thaw out some steaks for me?

A: I'll do that right now. Anything else?

B: Nope. That's it. Oh. By the way, I'll be stopping by the store on the way home. Do you need anything?

A: Yeah. Actually, I do. We 3) 're out of bread. Would you mind picking some up 4) from the bakery?

B: No problem. I should be home in an hour. See you soon.

A: Actually, I'll probably be gone by the time you get here. I'm 5) meeting some friends for coffee.

B: Ok then. See you later tonight. Have fun.

Dialogue 2

David: Good morning, can I speak to Mr. Iverson, please?

Secretary: 6) May I know who is calling, please?

David: David Williams.

Secretary: 7) Please hold on for a moment. I'll see if Mr. Iverson is available...Please speak on. Mr. Iverson is 8) on the line.

David: Hi Michael, how are you?

Michael: Hello, David, I'm fine. How are you?

David: Fine, thanks. I need your help. Could you lend me some money, please?

Michael: How much?

David: Three hundred dollars.

Michael: Certainly. 9) Can you send someone to collect the money?

David: I'll come myself. I'll be there in half an hour. Thanks Michael.

Michael: Most welcome. See you then.

Dialogue 3

Operator: Good afternoon, 311. How can I help you?

Marina: Hello, 10) I am planning a trip to New York City, and I need some information.

Operator: Yes, when will you be arriving?

Marina: On April 1st. How can I get to Manhattan from the airport?

Operator: 11) Which airport will you arrive at?

Marina: LaGuardia Airport.

Operator: You can take M60.

Marina: Where in Manhattan does it go?

Operator: The M60 goes to the west side and the east side. 12) When does your flight arrive?

Marina: At 10: 00 a. m.

Operator: The M60 13) leaves the airport every 8 minutes in the morning.

Marina: My last question: what color is the bus?

Operator: Blue and white. Now I have some questions for you. Who told you about 311, and why are you coming to New York City?

Marina: My friend told me about 311 and I'm traveling to New York City 14) for a job interview.

Operator: 15) Enjoy your visit and good luck with the interview!

Marina: Thank you.

II. Directions: You're going to hear some sentences. Repeat each sentence you hear. Then listen again and write down the sentence.

1. Can you show me your photo album, please?
2. Is it ok if I make a phone call? Well, all right. If it's a local call.
3. Could you possibly show me the way to the next whiskey bar, please?
4. Do you mind if I turn the TV up? Oh sure. The remote is on the table.

5. Could you move over, please? Yes, sorry. I didn't realize you wanted to sit down.

III. Directions: You are going to listen to a conversation and complete the following exercises.

Task 1: Please listen to the first part of the conversation and complete the notes below from questions 1) ~ 5). Write *no more than two words and/or a number* for each answer.

W: Good morning, Travel Link. How can I help you?

M: Good morning. I live in Bayswater and I'd like to get to Harbor City tomorrow before 11 a. m..

W: Well, to get to Bayswater...

M: No, no. I live in Bayswater—my destination is Harbor City.

W: Sorry. Right; so that's Bayswater to Harbor City. Are you planning to travel by bus or train?

M: I don't mind really, whichever option is faster, I suppose.

W: Well, if you catch a railway express, that'll get you there in under an hour...Let's see—yes, if you can make the 9:30 a. m. express, I'd recommend you do that.

M: Great. Which station does that leave from?

W: Helendale is the nearest train station to you.

M: Did you say Helensvale?

W: No, Helendale – that's H-E-L-E-N-D-A-L-E

M: What's the best way to get to the Helendale station then?

W: Well, hang on a minute while I look into that...Now, it seems to me that you have two options. Option one would be to take the 706 bus from the Bayswater Shopping Centre to Central Street. When you get there, you transfer to another bus which will take you to the station. Or, the second option, if you don't mind walking a couple of kilometers, is to go directly to Central Street and get straight on the bus going to the train station.

M: Okay. Which bus is that?

W: The 792 will take you to the station.

M: I guess the walk will be good for me so that might be the better option. What time do I catch the 792?

W: There are two buses that should get you to the station on time: one just before nine o'clock and one just after. But look, at that time of the morning it might be better to take the earlier one just in case there's a traffic jam or something. The 8: 55 is probably safer than the 9: 05.

M: Yeah, I don't want to miss the train, so I'll be sure to get on the five-to-nine bus.

Task 2: Please listen to the second part of the conversation and complete the table below from questions 6) ~ 10). Write *no more than one word and/or a number* for each answer.

M: By the way, how much will I have to pay in fares?

W: Well, you can get a ticket on the bus for \$1.80 cash and you'll need \$10 each way for the train. Wait, do you have a Travel Link Card?

M: No, but I can get one before tomorrow.

W: Okay, well that'll make it considerably cheaper then. The bus will cost \$1.50 each way, and the train will be—the train to Harbor City will...still cost \$10.00 because you'll be travelling during peak hours in the morning, so no savings there, I'm afraid. However, you could come back at an off-peak time...

M: What does that mean?

W: Well, if you could start your return journey before 5: 00 p. m. or later than half past 7 in the evening...

M: Actually, I wasn't planning on coming back till at least 8 o'clock anyway.

W: In that case, you can make quite a saving if you use your Travel Link Card. You did say you were planning to purchase one, didn't you?

M: Yes, I'll pick one up later today.

W: Good—that would mean that your return train journey would only cost you \$7.15

with your card.

M: Thank you.

W: Is there anything else I can help you with?

M: Actually, there is. Do you know if I can use the Travel Link Card on ferries?

W: If you're thinking of the Harbor City ferries that go back and forth between the north and south bank, those are the commuter ferries, then yes. A one-way trip costs \$4.50 but with your card you'd make a 20% saving and only pay \$3.55.

M: So, \$3.55 for the commuter ferry... What about the tour boats?

W: You mean the tourist ferries that go upriver on sightseeing tours? No, they only take cash or credit card. They're not part of the Travel Link Company.

M: Oh, I see. I don't suppose you know the cost of a tour?

W: Actually in fact, I do, because I took a friend on the trip upriver just last week. We decided on the afternoon tour and that was \$35 each but I understand that you can do the whole day for \$65.

M: Thank you. You've been a great help.

W: My pleasure. Enjoy your day out.

Part C Close Listening

I. Directions: You're going to hear some prices. Listen carefully and choose the one you hear.

1. Two dollars and fifty cents
2. Seven fourteen
3. Twenty-two eighty
4. Fifteen dollars and thirteen cents
5. Forty sixteen

6. Eighty-nine dollars and forty cents
7. Sixty eighty
8. A hundred and thirty dollars and seventeen cents
9. Two hundred and seventeen dollars and fifty cents
10. Five hundred eight dollars and twenty-five cents

II. Directions: You're going to hear some short conversations. Listen carefully and choose the right answer to each question you hear.

1. **M:** As you can see from the drawings, the kitchen has one door into the dining room, another into the family room and a third to the outside.
W: The door into the family room isn't big enough. Could it be made wider?
Q: What are the speakers doing?
2. **M:** I'm thinking about where to go for a bite tonight. Any suggestions, Barbara?
W: Well, how about the French restaurant near the KFC? Frankly, I've had enough of our canteen food.
Q: What do we learn about the woman?
3. **W:** Hey, if you can't enjoy the music at a sensible volume, why not use earphones? I'm preparing for the speech contest.
M: Oh, sorry. I didn't realize I've been bothering you all this time.
Q: What is the man probably doing?
4. **M:** Finally, I've got the chance to put on my new suit tonight. I hope to make a good impression on your family.
W: Come on! It's only a family reunion. So jeans and T-shirts are just fine.
Q: What does the woman mean?
5. **M:** Would you like to see those pants in brown and navy blue? These two colors are coming in this season.
W: Oh, actually grey is my favorite color, but I prefer something made from cotton, 100% cotton I mean.

Q: What is the woman looking for?

6. **W:** From here, the mountains look as if you could just reach out and touch them.

M: That's why I chose this lodge. It has one of the best views in Switzerland.

Q: What is the man's chief consideration in choosing the lodge?

7. **M:** What do I have to do to apply for a passport?

W: You need proof of citizenship, either an old passport or a birth certificate and three photographs. Then you must complete this form and pay a fee.

Q: What is the man most probably going to do?

8. **M:** Miss, can I interest you in a pork special with serving tonight? It's only 7.99, half the usual price and it's very tasty.

W: Oh really? I will try it.

Q: What does the man say about the dish?

9. **W:** That's some suit you're wearing. You look almost like an old-time gangster. Wait right here. I'll get your dad to see this. It'll crack him up!

M: Aw, come on. Ma, don't embarrass me. I thought I looked all right, you know, normal.

Q: What is the relationship between the two speakers?

10. **W:** I heard your wife was promoted to head of the mobile phone division of her company.

M: Nah. I'm afraid you heard wrong. She was up for the promotion, but she was passed over for someone with more experience.

Q: What do we know from the conversation?

III. Directions: You are going to listen to some long conversations. Listen carefully and choose the right answer to each question you hear.

Conversation 1

(S= Store Clerk, M= Marianne)

S: Hi. Welcome to Angie's. Can I help you find something or are you just looking?

M: I'm not sure. Aren't you having a sale right now?

S: Everything on these two racks over here is on sale.

M: Thanks. Oooo. This sweater is nice. But it looks a little big. Do you have this in a smaller size?

S: I think so. Let me look. Oh, here's one. Would you like to use the fitting room to try it on?

M: Sure. Thanks.

(...a little later...)

S: How did it fit?

M: Not too bad. I think I'll take it.

S: Great. (She takes it off the hanger) How would you like to pay?

M: Well, I'm almost maxed out on my credit card, so I think I'll pay with a check.

S: Okay, with tax it comes to \$24.93.

M: Who should I make the check out to?

S: Angie's.

M: Here you are.

S: Can I see some I.D. too, please?

M: Sure, here is my driver's license.

S: Thanks. Here you go. Enjoy your sweater. And have a nice day.

M: Thanks. You too.

Conversation 2

A: Where is your dressing room?

B: Right over there.

Person A comes out of the dressing room.

B: How did you like the sweater?

A: I loved it. I'll take it.

B: Great. I can ring you up over here. It comes to \$87.04.

A: Here you go?

B: Do you have a credit card with us?

A: No I don't.

B: If you open up a card, you can save 10% on all your purchases today.

A: Not today. Thanks though.

B: No problem. We always have this offer, so whenever you decide to, just let us know.

A: Sure.

B: Is there anything else I can help you with?

A: Yeah. I was looking at some of your pants, but they are all a bit too long. Do you have alteration service here?

B: Yes. It cost \$7, and it takes one day.

A: Great. Thanks for your help.

B: Thank you, and have a great day.

IV. Directions: You're going to hear a passage. Listen carefully and choose the right answer to each question you hear.

Bargaining in American stores is rarely possible. Prices are generally clearly marked and no one will lower them.

In stores where there are sales people, someone may offer to help you or you may go to someone for help. If you are just "window shopping", you may refuse help by saying "I'm just looking" or "May I look around?".

In supermarkets, you take all of your items to checkout counters and pay for them there. Most places will accept traveler's checks without questions. Personal checks are difficult to cash, however, and it is better to take these to a bank or to someone who knows you.

Questions 1 to 3 are based on the passage you have just heard.

1. Which of the following statements is true according to the speaker?
2. What is recommended as a form of payment in most stores?
3. What is a buyer expected to do in a supermarket?

Unit 4 Travelling

Part A Phonetics Loss of Plosion

I. Directions: Write down the words and expressions you hear from the recording.

Pay attention to the loss of plosion and read aloud.

- | | | |
|------------------------|----------------------------|-----------------------------|
| 1. <u>old friend</u> | 2. <u>great change</u> | 3. <u>a big pig</u> |
| 4. <u>a hot dog</u> | 5. <u>make cakes</u> | 6. <u>back to school</u> |
| 7. <u>a good pen</u> | 8. <u>that trend</u> | 9. <u>without breakfast</u> |
| 10. <u>make sure</u> | 11. <u>at most</u> | 12. <u>hope to go</u> |
| 13. <u>get through</u> | 14. <u>right here</u> | 15. <u>good morning</u> |
| 16. <u>don't shoot</u> | 17. <u>great nation</u> | 18. <u>just then</u> |
| 19. <u>just think</u> | 20. <u>quite different</u> | 21. <u>write down</u> |
| 22. <u>not now</u> | 23. <u>fast train</u> | 24. <u>bright future</u> |

II. Directions: You'll hear some incomplete sentences. Pay attention to the loss of plosion and the incomplete plosion, and complete the sentences according to the recording.

1. The girl in the re(d) coat was on a bla(ck) bike jus(t) now.
2. The bi(g) bus from the fa(c) tory is full of people.
3. Wha(t) time does he get up every morning?
4. This is an ol(d) pi(c)ture of a bi(g) car.
5. We're going to work on a farm nex(t) Tuesday.

6. What would you like, ho(t) tea or bla(ck) coffee?
7. It's a very col(d) day, but it's a goo(d) day.
8. You can put i(t) down in the bi(g) garden.
9. I bought a chea(p) book, but it's a goo(d) book.
10. Make sure you don't make the sa(me) mistakes.

Part B Communicative Function Making Appointments and Reservations

I. Directions: Listen to the following conversations and fill in the following reservation form.

Task 1. Head Waiter: "Deep Sea Restaurant". Good morning.

Guest 1: I'd like to reserve a table for five.

Head Waiter: And was that today, madam?

Guest 1: Of course.

Head Waiter: At what time, madam?

Guest 1: Oh, about 3 o'clock, I suppose.

Head Waiter: I'm afraid we only serve lunch until 3 p.m., madam.

Guest 1: Oh, well, two o'clock then, and it must be by a window.

Head Waiter: Very good, and what name, please?

Guest 1: Bellington, Mrs. Martha Bellington. M-A-R-T-H-A B-E-double L-ington.

Head Waiter: Very good, Mrs. Bellington. A table for 5 at 2 p.m. today.

Task 2. Head Waiter: "Deep Sea Restaurant". Good morning.

Guest 2: Do you have a table for two this evening?

Head Waiter: Certainly, sir. At what time was it?

Guest 2: What time does the band start playing?

Head Waiter: At 8 p.m., sir.

Guest 2: Make it 7: 30 then, and near the dance floor if possible.

Head Waiter: Very good, sir. And what name please?

Guest 2: Kryzkoviak.

Head Waiter: Could you just repeat that, please?

Guest 2: Kryzkovik, that's Polish, you know, K-R-Y-Z-K-O-V-I-K.

Head Waiter: Yes, thank you, Mr. Kryzkovik. We look forward to seeing you.

II. Directions: Listen to a dialogue and fill in the blanks according to what you have heard.

(R= Receptionist, G= Guest)

R: Holiday Hotel, Reservations. May I help you?

G: Yes. I would like to book 1) a double room for my family.

R: All right. 2) For which dates, please?

G: Next weekend. That is for May 18th and 19th.

R: Let me check if we have a 3) room available then. Oh, yes, we do.

G: Good. I would like to have a 4) non-smoking room.

R: There are many non-smoking rooms available in our hotel. May I have your name please?

G: Charles Wilson. 5) By the way, do you have any golf courses nearby?

R: Sorry, but we have a swimming pool, and we 6) provide some other services.

G: That's fine. Shall I 7) send you a deposit?

R: No, you don't have to, you may pay 8) on arrival.

III. Listen to a conversation and choose the best answer to each question you hear on the recording.

(M= Maria, T= Travel Agent)

M: Good afternoon. I'd like to book two round-trip air tickets from Istanbul to Athens,

please.

T: Certainly. When are you travelling?

M: We want to take the flight tomorrow afternoon and come back on Friday afternoon.

T: First class or economy class?

M: Economy class.

T: Two adults?

M: Yes.

T: And your name is?

M: Almar. A-L-M-A-R.

T: Initials?

M: M. H.

T: And the other passenger?

M: P. J. Almar.

T: On the 11th and the 14th, did you say?

M: That's right. Do we have to change planes?

T: No, it's a direct flight. Here are your tickets, Mrs. Almar. These are for the outward journey—from Istanbul to Athens on Flight SN 862 at 17:50 on July 11th. And these are for the return journey—Athens to Istanbul on Flight SN 863 at 15:10 on July 14th. Don't forget to be at the airport 45 minutes before departure time.

M: Thank you. Do you accept credit cards?

Travel Agent: Certainly. Thank you. That's 6,796 Turkish lira. Could you sign here, please? Thank you very much.

M: Thank you.

Questions 1 ~ 5 are based on the conversation you've just heard:

1. Where does the conversation most probably take place?
2. When will the woman go to Athens?
3. How long will the Almar stay in stay in Athens?

4. How does the woman pay for the tickets?
5. How much does the woman have to pay for the tickets?

IV. Listen to a conversation and complete the following form.

(A= Assistant, M= Mark)

A: Hi, how can I help you?

M: I'd like to book a flight and make a hotel reservation.

A: Going to...?

M: To New York, please.

A: Is that a one-way or a return?

M: A return, please. Out on the 17th of June and coming back on the 10th of September.

A: OK, and I guess you want economy not club?

M: Yes, economy, please. Could I have an aisle seat, not a window seat?

A: I'm afraid you'll have to do that at the airport. What about accommodation?

M: Well, most of the time I'm working in upstate New York, but I need a cheap hotel in New York City and one in Boston for a few nights.

A: How many nights will you be staying?

M: Three nights in Boston and two nights in New York. The 12th to the 15th of August in Boston, leaving on the 15th, so three nights in Boston. Then the 15th to the 17th in New York, leaving on the 17th. So two nights in New York.

A: OK, I can check that out for you. Single or double room?

M: Single. With a shower, please.

A: OK...I can get you rooms in budget hotels and motels for around 75 dollars a night.

M: Does the price include breakfast?

A: Let me see. Yes, I can do that for you.

M: What time is check-out?

A: usually midday...Do you have a student card? You'll need it for the cheap flights

and the accommodation. Oh, and any traveling within the US? We can get you seats on Greyhound buses, if you want.

M: Actually, that would be great. Can you get me a seat from New York to Boston, travelling on the 12th of August? And then one from New York to Chicago on the 17th? After Chicago I'm going to DC and then back to New York, but I'll get those tickets while I'm in the States.

A: No problem, just give me a few minutes.

Part C Close Listening

I. Directions: Listen to the following statements and decide which one is closest in meaning to the statement you have just heard.

1. I should have studied last night, but I was too tired.
2. Their flight was scheduled to depart at noon, but the plane was delayed for half an hour.
3. There is almost nobody in the world who doesn't know the film star.
4. Make yourself at home.
5. Would you mind opening the window?
6. The country is rich in natural resources.
7. The program will go beyond ten.
8. Both Bonnie and Paul missed dinner.
9. The tour was worth neither the time nor the money.
10. Ann prefers cold weather to hot weather.

II. Directions: You are going to hear some short conversations. Listen carefully and choose the right answer to the questions you hear according to the conversations.

1. **M:** It's much better to wait until tomorrow to go. Don't you agree?

W: Yes. I couldn't agree more.

Q: What does the woman think?

2. **M:** Is this the check-in counter for Flight 914 to Los Angeles?

M: Yes, but I'm sorry the flight is delayed because of a minor mechanical problem.

Please wait for further notice.

Q: What do we learn from this conversation?

3. **W:** George, look at the long waiting line. I am glad you've made a reservation.

M: More and more people enjoy eating out now. Besides, this place is especially popular with the overseas students.

Q: Where did the conversation most probably take place?

4. **W:** Hello, this is Dr. Gray's office. We're calling to remind you of your 4:15 appointment for your annual checkup tomorrow.

M: Oh, thanks. It's a good thing you called. I thought it was 4:15 today.

Q: What do we learn from the conversation?

5. **M:** There is a non-stop train for Washington and it leaves at 2:30.

W: It's faster than the 2 o'clock train. Besides, we can have something to eat before getting on the train.

Q: What do we learn from the conversation?

6. **M:** I am going to New York next week, but the hotel I booked is really expensive.

W: Why book a hotel? My brother has 2 spare rooms in his apartment.

Q: What does the woman mean?

7. **W:** Here is this week's schedule, Tony. On Monday, there is the board meeting. Your speech to the lion's club is on Tuesday afternoon. Then on Wednesday you have an appointment with your lawyer and...

M: Wait, you mean the business conference on Tuesday is cancelled?

Q: What will the man do this Tuesday?

8. **W:** Having visited so many countries, you must be able to speak several different languages.

M: I wish I could. But Japanese and, of course English are the only languages I can speak.

Q: What do we learn from the conversation?

9. **W:** What time would suit you for the first round talks with John Smith?

M: Well, you know my schedule. Other than this Friday, one day is as good as the next.

Q: What does the man mean?

10. **M:** Oh my god! The heat is simply unbearable here. I wish we've gone to the beach instead.

W: Well, with the museums and restaurants in Washington I'll be happy here no matter what the temperature.

Q: What does the woman mean?

III. Directions: Listen to some passages. After each passage there will be some questions. Choose the best answer for the questions according to what you hear.

Passage One

In the next few decades, people are going to travel very differently from the way they do today. Everyone is going to drive electrically-powered cars, so in the few years, people won't worry about running out of gas. Some of the large automobile companies are really moving ahead with this new technology. F&C Motors, a major auto company, for example, is holding a press conference next week. After the press conference, the company will present its new electronically-operated models. Transportation in the future won't be limited to the ground; many people predict that traffic will quickly move to the sky. In the coming years, instead of radio reports about road conditions and highway traffic, news reports will talk about traffic jams in the sky. But the sky isn't the limit. In the future, you will probably even be able to take

a trip to the moon. Instead of listening to regular airplane announcements, you will hear someone say: the spacecraft to the moon leaves in 10 minutes. Please check your equipment. And remember no more than 10 ounces of carry-on baggage are allowed.

Questions 1 to 3 are based on the passage you have just heard.

1. What will be used to power cars in the next few decades?
2. What will future news reports focus on when talking about transportation?
3. What will passengers be asked to do when they travel to the moon?

Passage Two

If you visit a big city anywhere in the world, you will probably find a restaurant would serve the food of your own native country. Most large cities in the United States offer international sample of foods. Many people enjoy eating the food of other nations. This is probably one reason why there are so many different kinds of restaurants in the United States. A second reason is that many Americans come from other parts of the world. They enjoy tasting the foods of their native lands. In the city of Detroit, for example, there are many people from Western Europe, Greece, Latin America, and the Far East. There are many restaurants in Detroit which serve the foods of these areas. There are many other international restaurants too. Americans enjoy the foods in these restaurants as well as the opportunity to better understand the people and their way of life. One of the most common international restaurants to be found in the United States is the Italian restaurant. The restaurant may be a small business run by a single family. The mother of the family cooks all of the dishes, and the father and children serve the people who come to eat there. Or it may be a large restaurant owned by several different people who worked together in the business. Many Italian dishes that Americans enjoy are made with meats, tomatoes and cheese; they are very delicious and tasty.

Questions 4 to 6 are based on the passage you have just heard.

4. Why are there so many international restaurants in the United States?
5. Why do Americans like to go to international restaurants apart from enjoying the foods there?
6. How is a typical Italian family restaurant run in the United States?

Passage Three

Isn't it funny that people are so serious when they travel? Their minds are filled to the brim with things to do, missions to accomplish, worries and anxieties. They cannot wait to arrive at the destination. In their minds, things must never go wrong while they travel. Everything must proceed according to the plan.

However, we cannot control everything. During travel, things can easily get out of hand. When these things happen, people often become angry and unhappy, which can make them forget how nice and fun travel can be. People rarely realize their mishaps in travel can actually make the experience an adventure.

The fun is right here, right now. There are no actual rules that people should follow to be able to have a fun trip. Travel, like life, is really what you make it. So, why not fill your mind with a sense of fun and excitement? Even when everything you have planned is going wrong and things are not turning out the way you want them to be, remember that fun is just starting to happen. Relax and smile.

Questions 7 ~ 10 are based on the passage you've just heard.

7. What does the speaker think is unusual or strange about travelling?
8. What are people's expectations of travel?
9. What do people tend to do when things go wrong during travel?
10. Why does the speaker compare travel to life?

IV. Directions: Listen to the dialogue and complete the information in the fact file.

W: So, I hear you travel a lot.

M: Um, yeah, I love traveling. I've been to probably around 20 different countries. I've lived in Thailand and South Korea and Japan.

W: Oh, that's a lot. Well, for somebody who's going to travel for the first time, what advice would you give them in case they ever get lost?

M: Ah, getting lost.

W: Right!

M: Yeah, one of the first things I do whenever I get to an airport is to see if I can get a map from the information center. I ask if they have a map of the area.

W: Right, right! When you're on business in a foreign country, and you don't have the map, you're trying to find some place and you're completely lost, what would you do?

M: Well, of course, you've got to ask people.

W: Right, right!

M: It's a good idea to ask a lot of different people. They give you some directions, or maybe some are wrong directions.

W: Well, so when you are lost, is there a certain type of person like let's say an old lady or children? Is there a certain person who is better at giving directions?

M: Um, well, it's a good idea to ask somebody who looks as if they live in the area, but not just another tourist passing through. And delivery men are usually very good, because they have to go all over the city.

W: Right. So have you ever actually been lost?

M: Oh, once I got lost for a couple hours in Bangkok.

W: Well, that's a pity.

M: Yeah, so after that, I think I should always check for landmarks, like tall buildings, or a river, something I could see easily.

W: Well, it sounds like good advice. Thanks.

M: You're welcome.

V. Directions: Listen to a passage and fill in the missing information. Write down the exact word you have heard from blank 1) to 8). Write down the exact words you have heard or organize your own sentence from blank 9) to 12).

In New York City, some bike 1) riders have formed a group called Bike for a Better City. They 2) claim that if more people rode bicycles to work there would be fewer automobiles in the downtown 3) section of the city and therefore less dirty air from car 4) engines.

For several years this group has been trying to get the city 5) government to help bicycle riders. For example, they want the city to paint 6) special lanes for bicycle only on some of the 7) main streets, because when bicycle riders must use the same lanes as cars, there may be 8) accidents. Bike for a Better City feels that if there were special lanes, more people would use bikes.

But no bicycle lanes have been painted yet. Not everyone thinks this is a good idea. 9) Taxi drivers fear that it will slow traffic. 10) Some shop owners say if there is less traffic, they'll have less business. And some people live too far from downtown to travel by bike.

The city government has not yet decided what to do. It wants to keep everyone happy. 11) On weekends, the roads in Central Park may be used by bicycles only. 12) Bike for a Better City keeps fighting to get bicycle lanes downtown. Until that happens, the safest place to bicycle may be in the park.

Unit 5 Sports

Part A Phonetics Liaison

I. Directions: Fill in the blanks and read after the recording.

Task 1:

1. After all, you're only fifteen.
2. Where are you going, by the way?
3. Here is the grass, not there on the floor.
4. Peter isn't here.
5. Clear up the mess.
6. I've taken four eggs.
7. They have to share it.
8. Come and meet my father and mother.
9. They waited for a moment.
10. She'll keep it for her own use.
11. Where are they going?
12. Doctor Evans is here, isn't he?
13. This beer is good.
14. The author is a rather ugly man.
15. The car at the door isn't mine.

Task 2:

1. It's quite funny actually.
2. Could we have tea in Rooms 20 and 30?
3. I ought to learn to ski a bit better.
4. I don't like to ski in glasses.
5. How did you know the boy ate it?
6. Let's go to my uncles'.
7. How high is the entrance fee actually?
8. The little girl said, "It's silly, isn't it?"
9. He told us that the inn is cozy and cheap.
10. The awful idea is that Bessie is a thief.

Task 3:

1. Many of us will go out tonight.
2. You ate it, didn't you?
3. How about a walk after supper?
4. Who else saw it and what did they say about it?
5. Can you answer the following questions?
6. We owe a great deal to our friends.
7. Do as the teacher says.
8. He was busy talking to others when I saw him.
9. How often do I have to pay the bill?
10. Everyone can see that he is blue in the face.

II. Directions: You are going to hear some sentences. Repeat each sentence you hear. Then listen again and write down the sentence.

- | | |
|-----------------------|--|
| 1. <u>What of it?</u> | 2. <u>It's after nine already.</u> |
| 3. <u>Come on in.</u> | 4. <u>They looked as if they're angry.</u> |

5. How much is it?
7. She's on the phone.

6. Are you sure about all of it?
8. If it's time, I'll go.

Part B Communicative Function Talking about Leisure Activities

I. Directions: Listen to a conversation between Cathy and a receptionist and choose the best answer to each of the following questions you hear on the recording.

(R= Receptionist, C= Cathy)

R: Good morning. Can I help you?

C: Er...a friend told me that you have exercise and dance classes here.

R: That's right.

C: OK. Can you give me some information about days and times, please?

R: Yes, there are four classes a day, every day from Monday to Saturday, with nothing on Sunday.

C: Yeah, and can you tell me the open hours?

R: The first one is an aerobics class from 8:30 to 9:30 in the morning. Then there's another aerobics class at lunchtime from 12:30 to 1:30.

C: Right.

R: Then in the evening from 5:30 to 6:30—another aerobics class too. And there's a jazz dance class from 6:30 to 7:30.

C: Right. And what level are they for? I mean, would they be OK for a beginner?

R: The morning aerobics—8:30 to 9:30—is advanced. All the others are at the beginner to intermediate level. But let me give you a schedule.

C: Thanks. And how much does it cost for a class?

R: You pay £ 1 entrance fee and then the aerobics classes are £ 2.50 each and £ 3.50

for the jazz dancing. It's there on the sheet.

C: Oh, yes, I see.

R: If you become a member, entrance is free and...

C: Oh, no, it's OK. I'm only in London for two weeks.

R: Oh, right. That won't work.

C: And I guess you have showers and everything?

R: Yes, sure, and in the evening you can use the sauna free, too.

C: Oh, great. So the next class is at 5:30? Well, I'll see you then.

R: Fine. See you later!

Questions 1 ~ 5 will be based on the conversation you've just heard.

1. Where does the conversation most likely take place?
2. At what time does the last class end?
3. How much is the entrance fee?
4. Which class will Cathy most probably attend?
5. What can we learn about Cathy from the conversation?

II. Directions: Listen to an interview about two guests' leisure activities from a weekly program and choose the best answer to each of the questions you hear on the recording.

Presenter: Good morning. Welcome to our weekly program aimed at all those underactive youngsters with time on their hands! Listen to what our two guests have to say about their hobbies, and how their hobbies have made a difference to their lives. Adrienne first, then Jonathan.

Adrienne: I collect very interesting jewelry. I tend to travel a lot as most of my family do, so whenever I have a holiday, I like to go travelling. Whenever I travel somewhere, I like to pick up something to remind me of the place that I visited. And, the easiest thing to do is to pick up a small piece of jewelry instead of getting a poster or a T-shirt

that won't last. I like the idea of having something small and also, I find whenever I wear jewelry from somewhere, it's a good conversation piece. Usually people ask you, "Where did you get this?" I then have a story to tell, and it's a good way to meet and talk to people. It's just interesting. I have jewelry that I picked up when I traveled to Thailand, when I traveled to Africa and when I traveled to Europe.

Presenter: Wow! Sounds nice. You'll have to show your collections to us.

Adrienne: I'd love to.

Presenter: Thank you, Adrienne. Now, Jonathan.

Jonathan: I prefer canoeing because you've always got the water there for support. If you're a good swimmer, have a good sense of balance and strong arms, you'll like canoeing! The main trouble is transporting your canoe to the right places—my father takes it on the roof of our car—or sometimes I put it on the roof of the club's Land Rover. What it has taught me most is to be independent. It's just you and the canoe against the wind, the weather and the water. It gives you a lot of self-confidence and it can be really exciting as long as you don't mind getting soaked, of course! It makes you feel close to nature somehow. Last year, when I was qualified, I began to run my own canoeing center.

Presenter: So you are making your hobby work for you.

Jonathan: People are usually very skilled at their hobbies. The combination of interest and skill is a very compelling reason to choose a particular career.

Presenter: Then Adrienne, do you have a similar plan?

Adrienne: Yes, I love making beaded jewelry. I've decided to get some formal training. I want to learn how to be a jewelry designer.

Questions 6 ~ 10 are based on the interview you've just heard.

6. Who is the target audience of the program?
7. What is Adrienne's hobby?
8. What does Adrienne usually buy when she visits a place?

9. How does Jonathan benefit from canoeing?
10. What should be the major concern in choosing a career according to Jonathan?

III. Directions: Listen to a talk about leisure and work in the U.S. and complete the outline with what you hear.

As most Americans will tell you, working people in the United States are as busy as ever. Sure, technology and competition are boosting the economy, but nearly everyone thinks they have increased the demands on people at home and in the workplace.

A pair of economists, Mark Aguiar and Erik Hurst, have looked closely at how Americans actually spend time. They constructed four different measures of leisure. The narrowest includes only activities that nearly everyone considers relaxing or fun; the broadest counts anything that is not related to a paying job, housework or errands as “leisure”. No matter how the two economists slice the data, Americans seem to have much more free time than before.

Over the past four decades, depending on which of their measures one uses, the amount of time that working-age Americans are devoting to leisure activities has risen by four to eight hours a week. Nearly every category of American has more spare time: single or married, with or without children, both men and women.

In fact, most of the official numbers have shown that American toil has not changed that much over the past few decades. How then have Aguiar and Hurst uncovered a more relaxed America, where leisure has actually increased? It is partly to do with the definition of work.

Most American labor studies rely on well-known official surveys that concentrate on paid work. Aguiar and Hurst think that the hours spent at your employer’s are too narrow a definition of work. Americans also spend lots of time shopping, cooking, running errands, and keeping house. These chores are among the main reasons why people say they are so overstretched. However, Aguiar and Hurst show that Americans

actually spend much less time doing them than they did 40 years ago. There has been a revolution in the household economy. Appliances, home delivery, the Internet, 24-hour shopping, and more varied and affordable domestic services have increased flexibility and freed up people's time.

But why do Americans feel so harried? Weirdly, prosperity may be to blame in two ways. First, thanks to rising real incomes, an American's time is worth more now. A walk in the park is more expensive than it used to be. Second, economic advances allow people to squeeze ever more possible activities, both work and leisure, into a day, which encourages people to try to do too much. Moreover, there is the changing nature of work. Mobile phones and email make people accountable on short notice, and competition may make them less secure in their jobs. So even if they are playing golf or walking in the park, they may feel as if they are working. It is surely nicer to feel overworked in the park than to be overworked in the office, but few Americans seem to look at it that way.

Part C Close Listening

I. Directions: You are going to hear some short conversations. Listen carefully and choose the right answer to the questions you hear according to the conversations.

1. **M:** I hear you are moving into a new apartment soon.
W: Yes. But it's more expensive. My present neighbor plays piano all night long.
Q: Why is the woman moving?
2. **M:** Can you believe it? Jessie told her boss he was wrong to have fired his marketing director.
W: Yeah, but you know Jessie. If she has something in mind, everyone will know

about it.

Q: What does the woman mean?

3. **M:** Bob said that Seattle is a great place for conference.

W: He is certainly in the position to make that comment. He has been there so often.

Q: What does the woman say about Bob?

4. **M:** Can you stop by the post office and get me some envelopes and 39 cents' stamps?

W: Well, I'm not going to stop by the post office, but I can buy you some at the bookstore after I see the dentist on Market Street.

Q: Where will the woman go first?

5. **M:** Professor Smith asked me to go to his office after class. So it's possible for me to make it to the bar at ten.

W: Then it seems that we'll have to meet an hour later at the library.

Q: What will the man do first after class?

6. **W:** Nice to see you. You look stronger and better.

M: Thank you very much. I had a lot of exercise and drank vegetable juice every day.

Q: What can we learn from the conversation?

7. **M:** As you can see from the drawings, the kitchen has one door into the dining room, another into the family room and a third to the outside.

W: The door into the family room isn't big enough. Could it be made wider?

Q: What are the speakers doing?

8. **M:** What do I have to do to apply for a passport?

W: You need proof of citizenship, either an old passport or a birth certificate and three photographs. Then you must complete this form and pay a fee.

Q: What is the man most probably going to do?

9. **W:** So you know that Sam turned down the job offered by the travel agency?

M: Yes. The hours were convenient. But if he had accepted it, he wouldn't be able

to make ends meet.

Q: What do we learn from the conversation?

10. **M:** They say there'll be a snow-storm tonight; the cold weather will last quite a few days.

W: Oh! We're so lucky; we'll be getting away for a while, and having a holiday in Florida. But let's call right now to confirm our flight.

Q: What do we learn about the two speakers?

II. Directions: Listen to a passage about the Olympics and answer the following questions.

Ever since the modern Olympic Games began in 1896, they've had their critics. Every form of competitive activity attracts trouble. But part of the aim of the Games, when they were first held in ancient Greece, was to discourage war between states by engaging them in a friendlier kind of combat.

The spirit of competition in the Games uses up a lot of energy which might otherwise be harmfully deployed. It does a lot of good getting people to forget their differences in a communal activity. Any competitor or spectator at the event will tell you that the atmosphere of friendship there is unforgettable, as if the world really is one big family. And the hostilities that the press always likes to exaggerate, exist only in a few places. Indeed, it is safe to say, we often suffer more from bad publicity than bad sportsmanship.

These Games are the biggest international gathering of any kind in the world. Not only do they bring sports people together, but they unite the world's public. Isn't this a sufficient reason for continuing them? Of course, a few people are going to use them as an occasion for propaganda. But why should the feelings of a few spoil it for all those who continue to be inspired by the Games?

No! As long as the majority wants it, these Games will continue. This is sport, not politics, and it should remain so.

III. Directions: Listen to a conversation about a baseball player and choose the best answer to the questions you hear at the end of the conversation.

W: On the matter of careers, a lot of the jobs that people go into are sort of lifetime careers. What about baseball? Is it a career over one's full lifetime?

M: Baseball's been my life so far, as you know. I mean, I know someday, could be tomorrow, that I'm going to be out of it.

W: But how long can you really expect to play, let's say, actively?

M: I've set goals, and I made my first goal, which was to make it to the big leagues. And now, my next goal is to make it through four years, to get my pension.

W: But how many years can you expect to play professional ball?

M: I'm a pitcher, and it's difficult to say because you never know whether you're going to have a sore arm, whether it's going to go out on you, or what other problem might happen. But normally, as a pitcher, I guess the prime time for a pitcher is 27 to 30. I'm 24 and this is my sixth year.

W: Well, is there any problem with a sort of feeling of insecurity and...

M: Yeah, there is. Especially, like I said, during my first year. I disciplined myself, and I worked hard, and that's what got me here. And I realize that I have to work hard to stay here. And there is the insecurity.

W: You're under contract?

M: Right, I'm under contract. But that doesn't necessarily mean anything. They could send me down tomorrow. They could do whatever they wanted to me.

W: What does it take to play professionally? I'm thinking about the skill. Is it something that you just work hard to get, or is there a natural sort of ability?

M: Well, there're people that have a natural ability, you know. I feel like I didn't have much. I just worked hard and that's what got me here.

Questions 1 ~ 6 are based on the conversation you heard just now.

1. What is the prime career time for a pitcher?

2. What makes the man successful in baseball, according to the conversation?
3. What can be inferred from the conversation?
4. Which of the following statements is true?
5. What kind of feeling does the man have now and then?
6. What does the man think of baseball as a career?

IV. Directions: Listen to the recording and complete the table below. Write NO MORE THAN THREE words for each answer.

Welcome to the Sports Centre. It's good to see that there are so many people wanting to find out about our sports facilities.

First of all, membership. All students at the college are entitled to become members of the Sports Centre, for an annual fee of £ 9.50. To register with us and get your membership card, you need to come to reception, between 2 and 6 p. m., Monday to Thursday. I'm afraid we can't register new members on Friday, so it's Monday to Thursday, 2 to 6, at reception. Now, there are three things that you must remember to bring with you when you come to register; they are: your Union card, a recent passport-sized photograph of yourself, and the fee. It doesn't matter whether you bring cash or a check. We can't issue your card unless you bring all three; so, don't forget: your Union card, passport photo and fee.

Then once you have got your sports card, you will need to bring it with you whenever you come to book or use any Sports Centre facilities. Booking over the phone is not allowed, so you have to come here in person, with your card, when you want to book. Our opening hours seem to get longer every year. We are now open from 9 a. m. to 10 p. m. on weekdays and from 10 a. m. to 6 p. m. on Saturdays.

For those of you who are up and about early in the morning, we are introducing a 50 per cent "morning discount" this year. This is because the facilities tended to be under-used in the mornings last year. It means all the sessions will be half-price between 9 a. m. and 12 noon on weekdays.

Unit 6 Science and Technology

Part A Phonetics Assimilation

I. Directions: Listen to the recording and write down the phrases to see how the sounds are changed under the influence of their neighbor.

- | | |
|-----------------------------|-----------------------------|
| 1. <u>that man</u> | 2. <u>of course</u> |
| 3. <u>We've phoned him.</u> | 4. <u>that goat</u> |
| 5. <u>Good morning.</u> | 6. <u>You can have mine</u> |
| 7. <u>to win the race</u> | 8. <u>I can't go.</u> |

II. Directions: Fill in the blanks with the words you hear from the tape.

1. They're nice shoes, aren't they?
2. I can't find mine. Can I use yours?
3. I don't believe it. Do you?
4. Everyone can see that it can't be done.
5. Don't go so often if you can manage by yourself.
6. That's the right place to start.
7. This is his own car.
8. That cup of tea looks nice.

III. Directions: Fill in the blanks in the following monologue and read it with correct pronunciation and intonation.

Right! I think you know what the problem is, don't you, Sir?...Have you ever read the Highway Code, by any chance? It doesn't look like it!! It's a very serious matter to hold on to the back of a car while riding a bicycle. You nearly caused a terrible accident. Lucky you didn't get yourself killed. But that's not the only thing. I was watching you and your two friends when you came down the hill together, side by side, calm as you like, in the middle of the road. Your friends then decided to race down the pavement, where they nearly knocked down an old lady. I shall see them later about that. And what did you do? You turned right in front of a bus without any signal at all. How is the driver supposed to know what you are doing? Use your hands, and when you're not signaling, use them to hold the handlebars! Don't keep them in your pocket! It was a terrible display, sir. You're not safe on the road. I shall let you off this time but if I see anything like it again, there'll be trouble. And one more thing: get those brakes fixed; they're totally inadequate. You'll end up in hospital...Right...er. I think that will be all.

Part B Communicative Function Applying for a Job

I. Directions: Listen to an interview and choose the best answer to each question you hear on the recording.

M: Well, now then, one thing I'd like to ask is, er, exactly why you applied for the job? I mean, just looking at your application form, you're actually overqualified.

W: Yes, I thought you might ask that. Um, the thing is, in my present job, although I'm actually in charge of a small team and I have a lot of responsibility, it's largely a desk

job with a lot of paperwork.

M: And you're not too keen on office work all day?

W: To be honest, no, I'm not. I much prefer being out on site where I can supervise things, and deal with problems as they occur. And this job should give this kind of contact with other engineers, architects, builders and so on.

M: Mmm. You'd certainly have to do quite a lot of travelling in the local area, you know, visiting different sites. You do realize, though, that the starting salary isn't as good as the salary in your present job?

W: Yes, I realize that, but um, it does say in the job advertisement that the promotion prospects are very good.

M: That's true, and as this is a new project that we're working on, we think there'll be a very good chance of fairly quick promotion, depending on performance, that is...

W: Yes, of course. Well, you see, I've got very little chance of promotion in my present job. I mean it's a very small company and there's nowhere really for me to go; that's why I'm looking around for somewhere else.

Questions 1 ~ 5 will be based on the interview you've just heard.

1. What does the interviewer want to know exactly?
2. What kind of job is the woman applying for?
3. What is said about the job the woman applied for?
4. Why does the woman want to leave her present job?
5. What can we say about the woman?

II. Directions: Listen to a passage about job hunting and choose the best answer to each question you hear after the passage.

Among the most common types of career advice that people toss around are tips for job hunting. But be careful who you take advice from, because the workplace is changing very fast right now. As the new generation makes its voice heard at work, a

lot of the old rules no longer apply.

Here are two job-hunting rules that will hold you back if you're not careful:

Bad Rule No. 1: Draw a clear picture of yourself. A resume is not supposed to give the story of your life; it's a marketing document. So the goal is not to tell every single thing about yourself, but rather to get an interview. And the best way to land an interview is to make the employer want to find out more about you.

Bad Rule No. 2: Don't be too narrow. If you're not narrow, then what are you selling? Think about cars. Is a BMW the car that meets every need for every person? Is a Saturn the car for high-end and low-end markets? You're no different from a car. You can't be everything to everyone.

Questions 1 ~ 5 are based on the passage you've just heard.

1. What is the passage about?
2. What can we infer from the passage?
3. What does the author think about resumes?
4. What is the best way to get an interview?
5. In what sense are people like cars?

III. Directions: Listen to an interview about a stereotype of different jobs and complete the following table with the information you get.

(I= Interviewer, S= Sociologist)

I: Some people feel that their jobs are misunderstood by others. Is that very common?

S: Oh, absolutely. Most jobs or professions have an image or stereotype attached to them, and some of these are not realistic. The serious point is that some young people choose their careers based on these false images, and they may even avoid certain careers which have a negative image.

I: Is there any evidence?

S: Yes, there was a recent survey of children's attitudes towards different professions.

I: How was this done? Children don't know much about jobs and professions.

S: True. What the investigators wanted to get was children's impressions and prejudices. They gave the children 12 pairs of statements, one of the pair positive, and the other negative. Children were asked to say which of the statements was "most true" for each profession.

I: For example?

S: Well, for example, such and such a person is likely to be boring or interesting company.

I: I see. What professions did they ask about?

S: The list is long, but it included lawyers, economists, accountants, sales representatives, scientists and engineers.

I: And the result?

S: Well, they were striking, especially for engineers who came out much worse than one might expect. About 90 percent of the children thought that engineering was a "dirty job", of "low status", and the engineer was more likely to take orders than to give them. The only other person they thought more likely to lose his job was the sales representative. But there were good points, too. Engineering was seen to be "interesting, well-paid work".

I: Hmm, not a rosy picture.

S: No, but it got better when children were asked what they thought of the engineer as a person. Most of them chose positive comments, but most thought the engineer was likely to be badly dressed.

I: What about other professions? What were the most popular?

S: Oh, the lawyers by far. Next came accountants and scientists as well as economists. The engineers and sales representatives were the least popular.

I: Sounds like a sign of the times.

S: Yes, but I think the most serious implication was that the children's apparent ignorance of the importance of the engineer's role in society.

IV. Directions: Listen to a conversation and complete the following tasks.

Agent: Good morning.

Student: Oh, good morning. Is this...er...room number 26?

Agent: Yes, that's right.

Student: So is this the Student Job Centre?

Agent: It certainly is. How can I help you?

Student: Well, actually I'm looking for a job—a part-time job. Do you have anything available at the moment?

Agent: Ah, yes...Are you a registered student? I'm afraid this service is only available to full-time students.

Student: Yes...I am. I'm doing a business degree in Business Study. Here's my student card.

Agent: Which year are you in?

Student: Well...I've been at university for four years but I'm in the Third Year because I took last year off.

Agent: Right...well, let's just have a look at what positions are available at the moment. There's a job working at the reception desk at the Sports Centre, for three evenings a week—That's Wednesdays, Thursdays, and Fridays.

Student: That sounds like fun but unfortunately I have evening lectures—so that's not possible, I'm afraid. Is there anything during the day?

Agent: OK, that's no good then. Um, what about cleaning? There's a position for a cleaner at the Child Care Centre.

Student: Right...

Agent: But you'd need to be there at 6 a. m.. Does that appeal?

Student: Six o'clock in the morning? Oh, that's far too early for me, I'm afraid. I'd never make it that early in the morning.

Agent: Mmm...Well—there was a position going in the Computer Lab for three days a week that might be OK. Ah, here it is! No, it's in the library, not the lab., Clerical

Assistant required. I think it might mostly involves putting the books back on the shelves. Oh, no—hang on. It's for Wednesday and Friday evening again.

Student: No—I can't manage that because of the lectures.

Agent: OK, I'm getting the idea. Look, I'll just get a few details from you anyway, and then we can check through the list and see what comes up. We'll fill in the personal details on this application form first, if that's OK?

Student: Yes, that's fine.

Agent: Now, what's your name again?

Student: Anita Newman—that's N-E-W-M-A-N.

Agent: And your address, Anita?

Student: I'm in one of the halls of Residence for post-graduate students, you know, International House.

Agent: OK—that's easy. What's your room number there?

Student: Room B 569—no sorry, B 659. I always get that wrong. I haven't been living there very long.

Agent: Do you have any other skills? Typing, languages, that sort of thing?

Student: Well, I speak Japanese.

Agent: Right, I'll make a note of that. Now—let's see what else is available. What do you think of administrative work? There is a position for an Office Assistant the English Language Centre.

Student: That sounds interesting.

Agent: It's for 3 days a week—Monday, Friday and Saturday Mornings. Interested?

Student: Mmm. I was hoping to have Saturdays free. But I need the work so...can you tell me what the job involves?

Agent: Yes, sure. It says here that you'll be required to deal with student enquiries and answer the phone.

Student: I'm sure I can handle that without a problem.

Agent: Great. Well, would you like me to arrange an interview for you? Say, Friday

morning, around ten?

Student: Could we make it a bit later? Unfortunately, I've got something to do at ten. Would that be OK?

Agent: Not a problem. How about eleven thirty? Hope it works out for you Anita.

Student: Me too. And thanks for all your help.

Part C Close Listening

I. Directions: Listen to the following paragraphs then decide what topic heading you would use to describe the main idea of each. Write the topic heading in the space given.

1. Bert is a natural listener. He can lose himself in conversation with friends of family. Bert has a few very close friends, and he works hard to keep his friendships strong.
2. Adam does not enjoy much self-confidence. He has never spent the time to think problems through carefully or to teach himself to think about other things. As a result, he is not a particularly creative problem solver. He spends quite a lot of time in compulsive, repetitive nervous activity which only frustrates him more.
3. As trade became more common as a result of people's interdependence upon one another, it was necessary to develop or invent a more convenient method of payment. Consequently, a new form of exchange medium, money, was introduced into society.
4. The most important job of the man in this society was to learn, teach, and perform the religious ceremonies associated with farming. Women worked in the fields and prepared all the food. Women also wove baskets out of yucca fibers.
5. On many occasions, however, the students do not come to library to borrow a

book, or even to consult a book from the shelves. He may well come to the library because it provides a suitable working environment, which is free of charge, spacious, well-lit and adequately heated.

6. I have a dream that one day on the red hills of Georgia, sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that one day, even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.

II. Directions: You are going to hear some short conversations. Listen carefully and choose the right answer to the questions you hear according to the conversations.

1. **W:** There is the question as to whether Vietnam should push developments in telecommunications at the expense of programs that would feed poor people.

M: I've heard the criticism, but I think moving ahead with technology is the right way to go. Surely modernizing will improve standards of living for everyone.

Q: What are the speakers talking about?

2. **W:** I'm kind of worried about how technology is used these days. If governments are tracking us with computers...Well, isn't that something we should worry about?

M: Nah. I mean, well, I suppose you might worry if you're doing something bad.

Q: What does the man think?

3. **W:** The Internet has changed the world, Asia most of all, where cities that were once remote and cut off from the world are now online.

M: Yes, I agree. Have you been to Asia to see any of the changes? It really is quite remarkable. I was in Sichuan last month.

Q: What are the speakers talking about?

4. **W:** When I took this writing job, I thought you'd give me something worthwhile to do. When will I be able to write a big story?

M: I think you're looking at your job all wrong. Write about these small things as if they are important.

Q: What are the speakers talking about?

5. **W:** Your resume looks great, and after 5 days of work, you've already shown me you could work well. So why did it take you so long to find a job?

M: I didn't want to rush into anything. I just got married and had a baby, and I wanted to enjoy the life.

Q: What is the relationship between the two speakers?

6. **M:** I bought the shirt last week, but it is too small for me. Can I exchange it for a larger size?

W: Sorry, Sir. That's against the company policy.

Q: What are they talking about?

7. **M:** I heard you got a call from the tax agency. Do they think you've been cheating?

W: I sure hope not. A taxman called and said that he wanted to run through a few figures with me. It's probably just a standard thing; I know I'm honest.

Q: What are the speakers talking about?

8. **M:** One thing that I really like about the Chinese language is the sound. When people speak, it almost sounds like singing.

W: Yeah? I feel the same way about Russian speaking, and maybe a little about French.

Q: What are the speakers talking about?

9. **M:** Nah, you shouldn't want to be a scientific researcher—not unless you like low pay, long hours, and tedious work.

W: Can that be as bad as the low recognition? I think that'd be the worst. Still, it would be wonderful to contribute to science.

Q: According to the woman, what is the worst thing about doing research?

10. **M:** I'm sorry to call you in, Mrs. Watkins. It's your son—he was caught stealing money from other students.

W: My son? I find that really hard to believe. I've always taught him not to steal.

Q: What are the speakers talking about?

III. Directions: Listen to some passages and choose the best answer to each question you hear after the passages.

Passage One

The “information highway”, the “information superhighway”, the “Interweb”, the “Internet”...all of these words have come to identify the same thing—the widespread connection of computers and information from around the world. And as our understanding of this connection has changed, so too have the terms we've used to describe it.

The information highway was a term used especially in the 1990s to describe the Internet. The official project was dubbed the National Information Infrastructure and went beyond the interconnectivity of just computers; the scope broadened to include all types of data transmissions between a plethora of places, people, and devices. It is often associated with the United States politician and former vice President, Al Gore, who promoted funding for programs that led to aspects of the development of the Internet. Although its much wider than merely Gore—many policy organizations made pronouncements about the so-called information highway or the variant information superhighway, both terms are used less frequently now that for many people the Internet has become a less abstract and more concrete thing; the highway analogy, though useful and apt, has perhaps served its purpose.

Questions 1 to 5 are based on the passage you've just heard.

1. What is the passage about?
2. What was the official name of the Internet project?
3. What was Al Gore's role in starting the Internet?
4. What can we know from the passage?
5. What does the speaker have to say about the term "information highway"?

Passage Two

People in most countries depend on communications technology more than ever before. One day in May, an accident forced millions of Americans to be silent. They had to live and work without the technology they depend on every day.

A telecommunications satellite experienced computer failure. The satellite, known as Galaxy Four, moved from its correct orbit and was unable to receive signals from Earth. A backup computer failed to turn on, and the satellite began to spin out of control.

Galaxy Four was launched in 1993. It cost two hundred fifty million dollars. Galaxy Four provided the major link for millions of pagers, credit card operations, company communications systems, and home satellite equipment. The satellite also was used to send television and radio broadcasts.

The telecommunications satellite failure created big problems for many companies. At least eight of the nation's ten biggest paging companies depended on Galaxy Four. A pager is an electronic device that receives telephone messages. The pager makes a beeping sound when it receives one. Ninety percent of the nation's forty-five million pagers lost service when Galaxy Four failed. Paging companies were unable to provide services to police department, doctors and other individuals.

Questions 6 to 10 are based on the passage you've just heard.

6. What is the passage about?

7. What do more and more countries depend on?
8. What can be inferred from the passage?
9. What is Galaxy Four?
10. At least how many of the biggest paging companies are dependent on Galaxy Four?

IV. Directions: Listen to a talk on sending human beings to Mars and complete the following two tasks.

Scientists are looking forward to receiving a lot of information from the surface of Mars, but many Americans appear to be more excited about the possibility of sending human beings to the red planet.

The American space agency hopes to put humans on the planet by 2030, but the estimated cost to do that is increasing at a time when members of Congress are calling for cuts in government spending. And some scientists are even questioning whether NASA should send humans into space.

Steven Weinberg, a University of Texas professor, who won the Nobel Prize in Physics in 1979, says scientists have learned more from technology than from humans in space.

Professor Weinberg says robots can do much more on Mars than humans: “For the trillion-dollar cost of sending human beings to Mars, perhaps to just one location on Mars, we could have unmanned rovers wandering all over the planet.”

Charles Bolden has been NASA’s Administrator since 2009. He told VOA the space agency is combining robotic and human activity on its missions to Mars. Bolden says, “We are always talking about collaborative efforts between humans and robots. People like to talk about either/or. And it’s not an either/or—it’s a together. Collaborations between humans and robots are absolutely essential for any human exploration in the future. If you want to know what I think is going to happen, the first humans to land on Mars are going to go right into a habitat that’s already there for them and it will have been constructed by a robotic crew that went up and did it.”

Neil Degrasse Tyson is a director of the world-famous Hayden Planetarium in New York City. He agrees with Professor Weinberg that it is more cost-effective to use robots than humans. But he adds it is important to send people into space.

Mr. Tyson says human beings have a need to explore. Many people would sacrifice their lives to do so.

Professor Weinberg understands the appeal of sending a human crew on short space flights. But he says people cannot stay in a hostile place like Mars for a very long time. “We can’t even do that with Antarctica. There is no economically self-sustaining colony on Antarctica and, compared to Mars, Antarctica is heaven.”

Professor Weinberg says humans should stop thinking about living on other planets and put more effort into protecting the Earth’s environment.

It is not just scientists who are criticizing the space agency’s plans to send humans to Mars. Some critics are former NASA officials and astronauts. Among them is Chris Kraft, the former head of the Johnson Space Center in Texas. “That objective is ludicrous. It cannot be done. It can’t be done technically and, more importantly, it can’t be done financially.” He supports calls to build bases on the Moon before sending humans to Mars.

V. Directions: listen to a passage and fill in the missing information. Write down the exact word you have heard from blank 1) to 8). Write down the exact words you have heard or organize your own sentence from blank 9) to 11).

Modern science and technology have changed our lives in many 1) dramatic ways. Airplanes, automobiles, communications satellites, computers, plastics, and televisions are only a few of the scientific and technological 2) inventions that have transformed human life. Research by nuclear physicists have led to the development of nuclear energy as a source of power. Agricultural output has 3) soared as scientists have developed better 4) varieties of plants and highly effective fertilizers. The development of antibiotics and other new drugs has helped control many 5) infectious

diseases. Studies in anatomy and physiology have led to amazing new 6) surgical techniques and to the invention of 7) lifesaving machines that can do the work of such organs as the lungs, kidneys, and heart.

Although scientific and technological achievements have benefited us in 8) numerous ways, they have also created serious problems. The rapid growth of industrial technology, for instance, has resulted in such grave side effects as environmental pollution and fuel shortages. 9) Breakthroughs in nuclear research have led to the development of weapons of mass destruction. Some people fear that advanced biological research will produce new diseases—causing bacteria or viruses that resist drugs. 10) Some people are also concerned that computerized information systems may end personal privacy.

The harmful effects of some technological applications of science have led some people to question the value of scientific research. But science itself is neither good nor bad. 11) The uses that businesses, governments and individuals choose to make of scientific knowledge determine whether that knowledge will help or harm society.

Part A Intonation Falling Tone and Rising Tone

I. Directions: In the following conversation, “No” is the only word Sarah says in her response, but is said with different intonation. Mark the tones of the responses, then listen to the recording and respond with appropriate intonation as if you were Sarah.

Mr. W: Were there any letters this morning?

S: No.

Mr. W: That’s odd...Oh, before I forget...have you heard the news?

S: No?

Mr. W: Miss Robert is getting married. Are you thinking of getting married at all, Sarah?

S: No!!

II. Directions: You’ll hear five sentences. Listen carefully to the intonation patterns of these questions and decide which of the four choices in each problem expresses the speaker’s meaning.

1. The boy can’t drive, ↘ can he?
2. Barbara won’t join us for the picnic, ↗ will she?
3. That old lady has five dogs, ↗ hasn’t she?
4. John’s father hasn’t come back from work, ↘ has he?

5. Sally married Bill a few weeks ago, ↗ didn't she?

Part B Communicative Function Eating at a Restaurant

I. Directions: Listen and complete the dialogue.

It's 8: 00 p. m. Mr. Smith (Jack) and Mrs. Smith (Jill) are celebrating their 10th wedding anniversary. They have just arrived at the restaurant.

Mr. Smith: Well here we are. What do you think?

Mrs. Smith: It's lovely Jack. 1) Are you sure we can afford it?

Mr. Smith: Well I may have to do some washing up, but you're worth it.

The waiter arrives.

Waiter: Good evening sir, Madame.

Mr. Smith: Good evening. 2) We have a reservation for a table for two in the name of Smith.

Waiter: Yes sir. May I take your coats?

Waiter takes their coats and hangs them up.

Mr. & Mrs. Smith: Thank you.

Waiter: You are welcome. Would you like to come to the table or would you prefer to order in the bar?

Mr. Smith: 3) I wouldn't mind an aperitif. We'll order in the bar.

Waiter: Please follow me, I'll bring you the menu in a moment.

Mr. & Mrs. Smith order their drinks at the bar and sit down to look at the menu.

Mrs. Smith: Oh, dear Jack, it's all in French!

Mr. Smith: Well 4) that's what we're paying for. Don't worry I've got an idea.

Waiter: Are you ready to order sir?

Mr. Smith: Not really. Could you recommend something.

Waiter: Certainly sir. The fresh lobster is particularly good this evening, and 5) for starters may I recommend a light consomme?

Mr. Smith: Sounds lovely, what do you think dear?

Mrs. Smith: Oh yes, I love lobster.

Waiter: So, that's two consomme and two lobsters. Would you like to look at the wine menu?

Mr. Smith: 6) Why don't you bring us what you think will go best? Nothing too expensive though.

Waiter: No problem sir. I'll call you as soon as your table is ready.

The waiter walks away.

Mrs. Smith: You are clever Jack, but what about dessert?

Mr. Smith: Don't worry, they bring round a sweet trolley, so 7) we just point at what we fancy!

A while later Mr. & Mrs. Smith have finished eating and are drinking their coffee.

Waiter: 8) Was everything to your satisfaction?

Mr. & Mrs. Smith: Yes, lovely. Thank you.

Mr. Smith: The whole meal was delicious, 9) our compliments to the chef. Unfortunately, we have to be back for the baby-sitter so could we pay now?

Waiter: Certainly sir, I'll bring you the bill. Would you like me to order you a taxi?

Mr. Smith: Yes, that would be great. Thank you.

Mrs. Smith: What a nice lady, 10) we must leave her a good tip.

Mr. Smith: Yes of course.

II. Directions: You're going to hear some conversations. Listen carefully and choose the right answer to each question.

Conversation 1

Cashier: Hi! Is this going to be for here or to go?

Customer: Uh, to go, and uh, yeah... I'd like 80 cheeseburgers...

Cashier: Oh, uh. Is that eighteen... one eight, or, uh, eight zero?

Customer: No, no, no... eighty, eighty.

Cashier: Okay, uh, eighty cheeseburgers. It sounds like you're feeding a whole football team.

Customer: Well, actually, the food's for a girl's soccer team, and the coaches, and some wild fans.

Cashier: Okay. Uh, yeah. What else can I get for you today?

Customer: Yeah. I'd like 50 large fries, uh, no 60. Make that 60.

Cashier: Okay. Sixty like six zero.

Customer: Right, right, right. [Okay.] And then thirteen baked potatoes...

Cashier: Okay...

Customer: For... Let's see here. Forty chocolate shakes...

Cashier: Four zero, right?

Customer: Right. [Okay.] 15 large cokes, and uh, uh, let's see... a glass of water with no ice.

Cashier: No ice?

Customer: Right, right. It's for our team cat.

Cashier: Oh, yeah. The ice would be confusing to the cat.

Customer: Okay. And uh, yeah. Yeah. I think that's all.

Cashier: Oh, okay. So, it looks like your total is two ninety, thirteen (\$290.13).

Customer: Whew!

Cashier: And it's probably going to take about thirty to forty minutes cause that is a bit of food.

Customer: Oh, that's fine. Alright, thanks.

Cashier: Alright.

Conversation 2

Cafe worker: Next, please! What would you like?

Andi: Can I have a burger, please?

Cafe worker: A cheese burger or double cheese burger?

Andi: Double cheese burger, please!

Cafe worker: Anything else?

Andi: Yeah, I'd like a banana cake.

Cafe worker: Would you like a drink?

Andi: Yes, can I have an apple juice, please?

Cafe worker: OK, so that's one double cheese burger, one banana cake and an apple juice. What's your table number?

Andi: Table 3. How much is that?

Cafe worker: That's £8.37, please!

Andi: Here you are.

Cafe worker: Thank you... that's £10.00... and £1.63 change. Next, please...

III. Directions: You are going to listen to a dialogue. Please listen carefully and decide whether the following statements are true or false.

Susan: Excuse me, I'm looking for a place to eat. Can you tell me if there are any restaurants in this mall?

Woman at Information Booth: Sure! There are several. What kind of food are you thinking about?

Susan: I'm not sure. Anything but fast food.

Woman: There is a nice Japanese restaurant upstairs. It's a little pricey but the food is good.

Susan: Oh. That sounds good, but I ate Japanese food last night. I'd rather try something else.

Woman: Okay. How about Italian? Or maybe Chinese?

Susan: Italian sounds good, but so does Chinese. I just can't decide. Are there any American places here?

Woman: Yes, there's a very good steak house downstairs, and you'll find TGI Friday's across the parking lot. What about either of those?

Susan: I'm sorry to be such a bother, but nothing strikes my fancy. I guess I just won't eat anything for a while.

Woman: Well, I'm afraid that's all there is here in the mall.

Susan: That's too bad. I'm sorry about my indecision. I guess what, what I really need is a good buffet.

Woman: Hmmm.... I remember going to a buffet not far from here. They have foods from several different countries. It's about two blocks away. It's quite good, too.

Susan: That sounds great. Maybe I should do that.

Part C Close Listening

I. Directions: Listen to the following sentences. Write the words that you think are the most important in the space given below.

1. In the United States we are using more and more oil every day, and the future supply is very limited.
2. It is estimated that at the current rate of use, oil may not be a major source of energy after only 25 more years.
3. We have a lot of coal under the ground, but there are many problems with mining it, transporting it, and developing a way to burn it without polluting the air.
4. Production of new nuclear power plants has slowed down because of public concern over the safety of unclear energy.
5. The government once thought that we would be getting 20 percent of our

electricity from nuclear energy by the 1970's, but nuclear energy still produced only about 12 percent of our power as of 1979.

6. There is no need to purchase fuel to operate a solar heating system because sunshine is free to everyone.
7. Because solar systems depend on sunshine, they can't always provide 100% of your heat.
8. Solar heating can be used in most areas of the United States, but it is most practical in areas where there is a lot of winter sunshine, where heat is necessary, and where fuel is expensive.
9. A hot-liquid system operates in basically the same way except the hot-liquid system contains water instead of air; and the storage unit is a large hot water tank instead of a container of hot rocks.
10. Then energy from the sun may provide the answer to our need for a new, cheap, clean source of energy.

II. Directions: Listen and complete the passage.

Societies and cultures 1) establish rules about how close you can stand to people in 2) various different situations. There are rules about how close you can stand to someone if you're 3) very familiar with them or how far it's polite to stand away from them if you need to 4) keep a respectful distance. And these are very, very different rules again from culture to culture. So Middle Eastern and Hispanic cultures tend to stand the 5) smallest distance apart when they're having conversations, whereas Scandinavians or Scottish people stand relatively far apart. Some research shows that English people usually stand or sit about 6) six to ten inches further apart than Dutch people do and in the Netherlands English people are seen by Dutch people to be quite distant whereas the English apparently see the Dutch as 7) pushy and aggressive.

III. Directions: You are going to listen to a teacher's mini-lecture and a passage.

Listen carefully and choose the right answer to each question.

Mini-lecture**Culture Shock**

Good morning class. Today I'd like to talk about culture shock. Now, many students think they know what culture shock is, but often they are confused by the real meaning of the term "culture shock". For example, I've heard students say, "I know what culture shock is. Culture shock is a kind of surprise that you get when you travel. You might be surprised by something such as cars with their lights on during the daytime. You might notice that Canadians take off their shoes in their houses or that they usually eat sandwiches for lunch."

Well, those aren't really examples of "culture shock". They are what I like to call "cross-cultural surprises". Actually, culture shock is quite different from a "cross-cultural surprise". Culture shock is the feeling of anxiousness and confusion caused when a person tries to adapt to a new environment. Culture shock also involves a physical and psychological reaction to a new environment. When you live in a new country, it is common to feel sad, lonely, or disoriented. You might feel very tired or you might have difficulty sleeping. You may have sore muscles and you might even lose your identity and wonder "who am I". All of these types of reactions can be signs that you are suffering from "culture shock".

Many people feel that culture shock has stages. The first stage is often called the "honeymoon period". Just like the holiday that newlyweds take after marriage, you might feel very happy and excited when you arrive in a new country. You look around and are amazed by all of the new things that you see. This happy period can last a short time or it may last for months or even years depending on the individual. Some students have said that they never had a honeymoon period. They were sad from the moment they arrived in the country. Many of them weren't here because they wanted

to be here, but because their parents sent them here. However, I think most people do have a honeymoon period.

The second stage of culture shock is often called the “transition period”. During this period of time you may begin to feel frustrated. You may get angry or sad. Typically, people start to think about how easy life was at home. When you look around your new country, you can’t believe how crazy people are. Why can’t they just be like you? Why can’t they speak your language? How can they live in this awful climate and eat that disgusting food? Everything starts to get on your nerves. If only you were at home.

Later, you will move on to the integration stages and you’ll finally become comfortable with the new culture and the new environment. You’ll come to accept that the new environment is different, but you’ll start to understand that there are some good things as well as bad things about the culture. Things won’t be so difficult for you then. In fact, you might actually start to prefer some parts of the new culture to parts of your own culture. Then, when you return home, you’ll probably go through a whole new stage called “reverse culture shock”. We’ll talk about that tomorrow.

One thing to remember about culture shock is that people experience it in many different ways. Each person adapts to new environments differently and each stage of culture shock can last for varying periods of time. Before you travel to another country, it might be helpful to do some research on culture shock so that you will be mentally prepared for the emotional and physical reactions that you may have. As well, it may help you understand the behavior of the other travelers around you. Now, please open your book to chapter 13 and read the group questions entitled “Culture Shock Stages”...

Passage

Americans, like many people elsewhere in the world, like to invite friends to their homes for an evening of food, drink and conversation. Formal dinners in fine homes

and hotels in the United States are much the same as formal dinners anywhere in the world. But as most people in the United States have no servants, their dinner parties at home are very informal. As many new small homes have no separate dining room or just have very small dining space, guests can also serve themselves and eat in the living room, holding their plates or trays on their knees.

A more enjoyable form of entertainment is the picnic. Americans are great picnickers, and almost every family has a picnic basket. Summer invitations are often for a picnic at a park or in the open countryside. Unless hamburgers or hot dogs are cooked over a fire, picnic food is usually cold—sandwiches, salads, potato chips. Watermelon is a favorite dessert, followed very often by baseball for the young and active, and naps for the old and weary.

IV. Directions: You are going to listen to a conversation. Listen carefully and choose the right answer to each question you hear.

W: Well, the main activities in the region were historically steel and paper processing, I think.

M: Yes, but I'm not quite sure about the status of those industries now. Could you tell us something about that?

W: Yes, of course. In fact, they are less significant, but steel-related manufacturing still accounts for 44% of industrial activity. So it's still very important. In fact, 80% of Spain's machine tools are from the Basque Country. As for paper processing, there's still a little. But it's no longer what it once was in the region. So, is that clear?

M: Yes, thanks.

W: Now, to get back to what I was saying, there's a lot of unemployment as well as geographical problems in the region.

M: Sorry, Victoria. What do you mean by geographical problems?

W: Well, what I mean is the area is very hilly, mountainous in parts. So there used to be transport problems, now there are new train links and better roads, but it may be

that some smaller towns inland remain not very well connected, is that OK? Does that make sense? When we talk about specific location suggestions for the factory, we'll see this in more detail, so we'll come back to this question, OK?

M: OK, right.

W: So I was about to say something about the work force in the region and the level of training and education. In general, it's very good and improving.

Questions 1 ~ 3 are based on the conversation you have just heard.

1. What does the woman say about the steel-related manufacturing in the region?
2. What problems hinder the region's development?
3. What will the speakers discuss later?

V. Directions: You are going to listen to a passage. Listen carefully and decide whether the following statements are true or false.

China is the biggest market in the world, and many countries such as Germany, the U.S, the UK and Russia do a lot of business there.

Let's have a look at some important tips to help you be successful with these nationalities.

Firstly, you must be punctual with Germans, even five minutes late makes a bad impression. Being punctual is also very important in the USA. In the UK, it's important to be punctual for business meetings, but nobody expects you to be on time for a social event. Half past seven really means quarter to eight or even eight o'clock. With Russians, always be not on time. But don't be surprised if your Russian contact is very late. It's not unusual for them to be one or even two hours late.

In all four countries, it's best to dress formally.

In Russia, designer clothes are very common. Don't be surprised if you go to an office in the UK on a Friday and find everyone wearing jeans. Many companies have "Dress-down Friday" when people wear casual clothes.

In Germany, first names are only used with family members and close friends.

So be prepared to use titles and last names. In the USA, you will usually be invited to use first names almost immediately. The British are quite formal and using first names in business is more and more common, especially among younger people. In Russia, however, nobody uses first names. So, use titles and last names.

In conversation, the British and the Americans both like to talk about sports. The weather is also a good topic of conversation with British. But avoid talking about politics. In Russia, avoid making complaints. The Germans, however, prefer to get straight down to business.

When doing business in all countries, make sure you have a lot of business cards. Remember that in Germany, once a deal has been agreed, you can't change it. In the USA, money is more important than relationships. Whereas in Russia, it's important to get to know your contact well.

Finally, don't be surprised if a British meeting seems like chaos, with everybody participating and giving opinions.

So, use these tips, and you will be on your way to a successful international business career.

Unit 8 Entertainment

Part A Intonation Sentence stress

I. Directions: Listen to the following sentences carefully. Repeat what you hear and underline the words that are stressed.

1. It never rains but it pours.
2. When angry, count a hundred.
3. Out of sight, out of mind.
4. Be slow in choosing a friend, slower in changing.
5. The more you study, the more you find yourself ignorant.
6. Little drops of water, little drops of sand, make the mighty ocean and the pleasant land.

II. Directions: You are going to hear a short poem. Listen carefully and supply the missing stressed words in the blanks. Then listen again and repeat what you hear.

The Months of the Year

In 1) January it 2) snows.

In 3) February it 4) blows.

In March it still 5) freezes.

In April there are 6) breezes.

In May 7) comes the sun.

In June we have 8) fun.

In July time'll 9) fly.

Then in 10) August,

There's the 11) forecast.

Of school in 12) September.

Come October summer's over.

In November just 13) remember,

It's almost 14) December.

And the 15) end of the year.

Part B Communicative Function Showing Gratitude and Regret

I. Directions: You're going to hear some sentences. Repeat each sentence you hear.

Then listen again and write down the sentence.

1. I really appreciate all of the hard work you've done to help me.
2. I am eternally grateful for everything you've taught me.
3. I cannot thank you enough for helping me.
4. Thank you for being patient and helping me improve.
5. Thank you so much for everything you did to help make this day perfect.
6. I should have sent him an invitation.
7. If I had worked hard, I would have passed the exam.
8. I wish I had videotaped the incredible fireworks show.
9. If only I had remembered my metro ticket. Thankfully my friend loaned me his.
10. I shouldn't have had a tantrum when we got back into the car.

II. Directions: You're going to hear a passage. Listen carefully and complete the following exercises.

Hi, I am Anne. I am going to tell you a story about mistakes that could have cost someone's life. It's a good thing not to have any regrets because it's not a good idea to spend too long time thinking about the past, because you can't change it. but you can learn from your past mistakes. Like my friend Jack, he made some silly mistakes earlier this year that could have had very serious consequences. You see, Jack was on holiday in the Mediterranean and he spent the first week happily sunbathing and swimming but then he started to get a little bit bored and he decided to explore the mountain that he could see behind his hotel. So, one afternoon, about two or three o'clock, he set off up the mountain, with a bottle of water, wearing deck shoes, he remembered to change out of his sandals, and he told me it was lovely. It wasn't a difficult walk up the mountain, the view was beautiful and the air was much cooler and he decided to sit down and have a little rest, enjoy the view but he fell asleep and when he woke up it was nearly dark and he was a bit scared because he hadn't told anyone where he was going. So, he decided he'd better get down that mountain quite quick, before it went really dark. But sometimes going down is even harder than going up and he slipped, he fell, he really hurt himself and he couldn't move and nobody looked for him and he spent the whole night on the mountain. Well, luckily for Jack, in the morning somebody found him, help was called and everything was all right. They took him down the mountain, he got fixed up. But he has learnt from his mistakes. Things could have been a lot worse. You see, if he'd told the people in the hotel where he was going, somebody would've gone and looked for him. And if he'd set off a bit earlier instead of late in the afternoon, it wouldn't have got dark. And most importantly of all, if he's worn proper shoes he might not have slipped. But Jack says he's learnt from his mistakes and all well that ends well. Have you ever made any silly mistakes that you regretted in the past and things could've been different? Tell us if you've got a story.

III. Directions: Listen and complete the passage.

In order to build more 1) satisfying relationships with the people around you, make 2) a conscious effort to express more gratitude, appreciation, 3) delight, affirmation, and encouragement.

Because life continually requires us to attend to problems and 4) breakdowns, it gets very easy to see in life only what is broken and needs 5) fixing. But satisfying relationships (and a happy life) require us to notice and respond to what is 6) delightful, excellent, enjoyable, to work well-done, to food well-cooked, etc.

It is the ongoing expression of gratitude and appreciation that makes a relationship strong enough to 7) accommodate differences and disagreements when they come along. Thinkers and researchers in many different fields have reached a similar conclusion: healthy relationships need 8) a core of mutual appreciation.

Part C Close Listening

I. Directions: You are going to listen to a weather report. Listen carefully and write down some details in the table.

Well, for those of you who went out today, I don't have to tell you it was clear, but muggy for most of the state, with the high temperatures in the low to mid 90s. The city of Elkview had the high for the day of 97 degrees. And that's hot. I'm glad I'm working indoors today!

For those of you planning outdoor activities tomorrow, you can expect fair skies for most of Saturday with temperatures in the high 90s. However, things might change by Saturday evening with a storm front moving in. We can expect light scattered showers over the northern part of the state bringing slightly cooler temperatures in the eighties, but this rain should taper off by mid Sunday morning. It will be partly cloudy

for most of the morning, but these clouds should move out by mid-afternoon.

Skies should be clear Sunday night for those wanting to catch a glimpse of that partial lunar eclipse. It should start at 10:47 p. m.. And that's all for today's weather.

II. Directions: You are going to listen to 4 pieces of news. Listen carefully and write down the details in the table.

News Item 1

A giant crocodile attacked a man walking his dog along a river in Australia. Fortunately, the man beat the beast back with a rock as the man's dog bit the reptile on the face. Both man and dog suffered minor injuries but were expected to recover.

News Item 2

A huge tornado caught a woman trapped in her vehicle and carried her a quarter of a mile from town. The woman suffered a broken leg and minor neck injuries, but she was more worried about her cat swept away by the storm. She's offering a \$1,000 reward for her feline friend.

News Item 3

In another part of the world, a man got his hand stuck in a kitchen garbage disposal and was trapped for three days. His cries went unanswered until breaking the kitchen window and signaling for help with a fire extinguisher. The man said that his wedding ring disappeared down the disposal, and he was trying to fish it out.

News Item 4

A Canadian family of four got lost trying to drive across a mountain in a blizzard and was stranded for a week, surviving on a banana, 10 cheese crackers, and a cooked ham. Temperatures dipped to fifteen below as the family stayed warm by singing

Christmas carols. The family was finally rescued after the father hiked fifteen miles to get help.

III. Directions: You're going to hear a conversation and a passage. Listen carefully and choose the right answer to each question.

Task 1 Conversation

Paul: Sara, I've been looking forward to our yearly campout for three weeks. It's going to be a wonderful day for hiking tomorrow. The great outdoors. Camping under the stars. This is the life.

Sara: Yeah, but Paul, I'm a little bit worried about the weather though. The weatherman said it was going to rain later tonight.

Paul: Ah. Nonsense. Nothing can spoil our adventure. Those weather reports are never right.

Sara: And it said there was a chance of high winds.

Paul: Ah. Don't worry.

The second day...

[thunder]

Sara: Paul. Paul. Did you remember to bring our raincoats just in case, like I told you?

[light rain]

Paul: Uh... no. I left them on the front porch.

[heavy rain]

Sara: What are we going to do now?

Paul: We'll have to sleep in the car! Hurry get in!

[door shut]

Sara: So, Paul, what are we going to do now?

Paul: How about playing a card game?

Sara: Uh. I left them next to the picnic table. [Hmmm] Hey, you don't want me to go

out in this rain and get them, do you?

Paul: No. That's okay. So what now?

Sara: Well, we could head down the mountain and stay at that hotel we passed on the way up, or go home.

Paul: Hmm, why don't we just make the best of it here and hope the weather clears.

Sara: That's a good idea.

Task 2 Passage

The early twentieth century was a time in America when people started to challenge the traditional values laid down by homes, schools and the church. For the first time, women, as well as men, took jobs and had an income of their own, sometimes living away from home, away from the eyes of prying parents. At the same time, the working week shortened considerably, giving workers much more free time. Between 1901 and 1921, for example, the average working week dropped from 58.4 hours to 48.4 hours, an unprecedented decline which has, incidentally, not been equaled since. There was a quickly emerging middle class which demanded recreation, and a working class with an increased income and more leisure time. Meanwhile, new immigrant groups brought in waves of alternative recreational activities that had not been experienced before by the predominant white population.

This led to a rise in what may be called “commercial” recreation—that is, a recreation industry that generated money. Prior to this, people made their own fun with pursuits such as reading, needlecraft, music and so on. The religious middle classes had preached the values of self-control, moral integrity and industriousness, and their leisure pursuits were supposed to be morally upright and useful to society. It was these people who had founded museums, libraries, art galleries and symphony orchestras in the late 1800's. Now, there were increasing numbers of dance halls, theatres, cinemas, social clubs and amusement parks. People frequented beaches, parks and picnic areas where there were band pavilions and outdoor games, and they went to shows—circus

shows, vaudeville theatre, burlesque and travelling fairs with daredevil rides. This hedonistic lifestyle more often than not involved drinking alcohol, and gave limitless opportunities for unsupervised socializing between the sexes, and the traditional, long-established organizations—churches and so on, feared for the corruption of their youth.

They had to respond, and respond they did. There was, primarily, a call for the new recreational establishments—the dance halls, bowling alleys and pool parlors—to require permits in order to operate, which limited, to some extent, the spread of these new, morally-corruptible establishments. The traditional organizations also began to offer alternatives—alternatives to the dance halls and theatres—that would keep the populace, both young and old, in morally acceptable pursuits. Until that time, establishments such as schools, museums, libraries and so on, had closed for long periods of the year, such as throughout the summer holidays, but now they remained open all year round, and began to promote organized activities such as sport, music, games and drama in a bid to lessen the urge for unacceptable behavior. Schools began to run vacation clubs, and an extensive range of extra-curricular activities, especially in sports, publications—creating a school newspaper, and hobbies—chess, stamp-collecting and the like. This was also the era when voluntary organizations such as the Boy Scouts were set up to encourage healthy, active and moral pursuits for children—the National Association of Boys was another, the Camp Fire Girls, the Girl Scouts were others. Some had roots in the church, such as the St John's Ambulance and the Boys' Brigade. For young adults, there was the YMCA—the Young Man's Christian association, another religious group, and the YWCA for women; and there were also community service groups for adults, like the Rotary Club and Lions Club. Another important player at this time was the Playground Association of America. This was a national group led by Luther Halsey Gulick, which had the backing of the US president, Roosevelt. The purpose of this was to assist people of all ages to use their recreation time to good effect. Remember that in the eighteenth century,

children's play was not encouraged—children would get arrested for playing on the street together. There were no established parks and playgrounds for children. The Playground Association of America, however, acknowledged that play was important and necessary, and a vital part of children's learning, but that it required effective leadership. The organization worked nationwide to develop playgrounds in towns and cities, and also put on recreational programs, as well as running courses to train adults in effective play leadership.

IV. Directions: You are going to listen to a dialogue. Please listen carefully and decide whether the following statements are true or false.

Harry: Hey, Elizabeth, how would you like to go see a movie tonight?

Elizabeth: Sounds great! What would you like to see?

Harry: I don't know... how about that new horror movie at the Arlington Theater?

Elizabeth: Oh, I heard about that. It sounds a little scary to me. I'm more into romantic movies. Or maybe a romantic comedy.

Harry: No way! I hate that kind of stuff!

Elizabeth: Really? Well then, what kind of movies do you like?

Harry: I guess I'm really into action and adventure types of movies.

Elizabeth: Oh yeah, well I guess they are okay, as long as they aren't too bloody. I also heard about this great new musical that just came out. What do you think about that?

Harry: Musical? I don't know. That doesn't sound too exciting. Is there anything we can agree on?

Elizabeth: It doesn't seem like it. Oh, I remember another movie that came out last week. It's a mystery and it had a little romance and some action, too. I heard it's pretty exciting because nobody can guess who the killer is and it has a surprise ending. What do you think about that one?

Harry: I guess that doesn't sound too bad. What time does it start?

V. Directions: You're going to hear a report on video games. Listen carefully and choose the right answer to each question.

Jason Kenyon loves playing video games. He thinks his love for the games is a notch below addiction. His parents were concerned. "Well, to say the least, they didn't like it very much. They said, stop and focus on a real career."

But Jason thinks otherwise. "I am really sure it's a real career. And I think maybe when I finish with my bachelor's degree probably two or three years from now, I may be able to find work pretty easily compared to most other industries. So I think I'll have a good future."

Jason is one of a growing number of students seeking careers in the video gaming and technology industry. He is in the game development program at Montgomery College, in Maryland.

Deborah Solomon is a professor there. "The future of the video game industry is very bright because game technology is bleeding into virtually every other industry, from military to homeland security, to health care, bio-technology. Advertising even uses it."

She says the federal government is spending millions of dollars on game technology for training and recruiting personnel in various agencies. For example, the U.S. Army developed a series of video games called America's Army. The games, which can be downloaded for free, are designed to help young Americans explore careers in the Army.

David Versaw is chief financial officer of Will Interactive, a leading game development company in the Washington suburbs. The company has created video games for the Army's suicide prevention programs, for FBI training on hostage negotiations and for the healthcare industry. Versaw says there is a growing need for serious games.

"It's a great medium to reach people, people in academics started to understand the power of gaming. The current state of the economy has slowed things down a little

bit here recently. But we are busier now than we ever have been.”

Brian Doyle understands the power of gaming. After graduating from university in a computer gaming program, he founded an educational video game company called Let Me Think Games.

“Approaching the new generations, students of millenniums and post millenniums learn differently than previous generations. And we need to adapt new methods of teaching them. And video games are one of those methods that are assured to be very, very effective.”

With demands growing, the D.C. area—including the Maryland and Virginia suburbs—has about 100 game-oriented technology firms.

Jen Tonon expects to graduate from the gaming program at Montgomery College this year. She has already landed a job at a game development company.

“As a female in the industry, there are not a lot of us right now but it is growing.”

Experts say companies putting out serious games will still constitute a small part of the industry. But they’re confident that market share will expand as companies target the younger generations that have grown up playing video games.

VI. Directions: You’re going to listen to a passage. Listen carefully and complete the missing information.

Charlie Chaplin was an English 1) comic actor, filmmaker, and composer who rose to fame in the era of silent film. Chaplin became a worldwide 2) icon through his screen persona “the Tramp” and is considered one of the most important figures in the history of the film industry. His career 3) spanned more than 75 years, from childhood in the Victorian era until a year before his death in 1977, and encompassed both 4) adulation and controversy.

Chaplin’s childhood in London was one of 5) poverty and hardship. As his father was absent and his mother struggled 6) financially, he was sent to a workhouse twice before the age of nine. When he was 14, his mother was committed to a 7) mental

asylum. Chaplin began performing at an early age, touring music halls and later working as a stage actor and comedian. At 19, he was signed to the prestigious Fred Karno company, which took him to America. Chaplin was scouted for the film industry and began appearing in 1914 for Keystone Studios. He soon developed the Tramp persona and formed a 8) large fan base. By 1918, he was one of the best-known figures in the world.

In 1919, Chaplin 9) co-founded the distribution company United Artists, which gave him complete control over his films. Chaplin wrote, 10) directed, produced, edited, starred in, and composed the music for most of his films. He was a 11) perfectionist, and his financial independence enabled him to spend years on the development and production of a picture. His films are characterized by slapstick combined with pathos, typified in the Tramp's struggles against adversity. In 1972, as part of a 12) renewed appreciation for his work, Chaplin received an Honorary Academy Award for "the incalculable effect he has had in making motion pictures the art form of this century".

Section A

News Report One

A report on online consumption trends released by Amazon revealed that women, senior citizens and youngsters have become a major driving force for mobile purchases. The report was based on data analysis of buying behavior of more than 300 million users between 2011 and 2015. According to the report, more than 70 percent of buyers of baby products, cosmetics(化妆品) and garments, and 60 percent of buyers of food, home furnishings, shoes and bags are women. Women, mainly aged 23 to 35, also account for 70 percent of online buyers of imported commodities. Commodities(日用品) believed to be popular among young people have attracted more elderly people. Statistics showed that perfume consumption among users aged 50 to 70 has been growing. They spent around 11 million dollars on perfume last year alone. According to the report, youngsters make a major contribution to mobile purchases. Users who were born after 1990 made around 70 percent of purchases on their mobile applications.

1. What can we conclude from the statistics?
2. How much money did the elderly spend on perfume last year?

News Report Two

Electric car sales in China are expected to reach 220,000 to 250,000 this

year, surpassing the US to rank first worldwide, China Association of Automobile Manufactures (CAAM) forecast. Worldwide electric car sales will hit 600,000 and the figure for the US market is estimated to be 180 000, said Xu Yanghua, deputy secretary-general of CAAM.

Although China has achieved rapid development in electric vehicles, quality instead of quantity should be focus on for the sustainable development of the industry, Xu told an industry conference. In particular, vehicle safety and the quality of batteries should be carefully examined and supervised, she added.

China's new energy vehicle sector has seen explosive growth in the past two years, thanks to the government's support policies including subsidies and tax cuts. In the first ten months, the sales of electric cars surged 290 percent year on year to 171,145, CAAM data showed.

3. How many sales of electric cars are there in the US?
4. What should be focused on for the sustainable development of electric vehicles?

News Report Three

As the traffic in Nairobi worsens, primary school pupils who depend on public transportation seem to be suffering from the most as they try to keep up with the demand of school. Some private and public primary school pupils wake up as early as 4:00 are to beat the traffic and be in class on time. In the evening, they may arrive at home as late as 6:30 to 7:30 p. m..

The current floods in the city have not made life easier for the pupils. Last week, 11 pupils from Makini Schools waited for 10 hours to be rescued when their school bus were nearly covered in water during a traffic jam. The students were rescued and taken to Boma Hotel. It was almost dawn when their parents came to pick them up.

A few years ago, the IBM Commuter Pain Index Report listed Nairobi among cities with the world's longest traffic jams. The report concluded that traffic jam increase the level of stress and danger. This can create negative attitude for commuters

and affect their performance at work or school. The long-term effect is that traffic problems can create a negative attitude in the pupils towards school.

5. What is the main idea of the news report?
6. What happened to the 11 pupils from Makini Schools last week?
7. What can we learn about traffic jams from the IBM's report?

Section B

Conversation One

M: Do you think there's discrimination against women in England today?

W: Certainly, and not just in education and work either, in many other fields as well. The tax situation for women is very unfair, for example.

M: Are women better off in other countries then?

W: It depends on the country. There's certainly much less discrimination in Scandinavia, and maybe in America, too.

M: Do you think the position of English women will improve?

W: In some ways it will of course. I'm sure more women will go out to work in the next 20 years. But the women have a much greater problem than this to solve.

M: What's that?

W: The problem of men's attitudes. We can earn more money in the future, but I'm not sure we can change men's attitudes. You see, most men really think that women are inferior. Maybe we are physically weaker, but I don't think this means we are inferior. Then there's another problem.

M: Yes?

W: The problem of women's attitudes. Lots of women are unhappy with their present situation, but most of them probably don't want to fight for change. It could be that the women's liberation movement has to spend more time changing women's attitudes

than it spends in changing men's.

M: One last question, some supporters of the women's liberation movement believed that marriages should be abolished. You agree?

W: No, I don't. It can't happen. What may and should happen is that we teach men to spend more time looking after children and doing housework.

8. Where are women said to be less discriminated against?

9. What will happen in England in 20 years according to the conversation?

10. What does the woman think the women's liberation movement should do?

11. What does the woman suggest at the end of the conversation?

Conversation Two

M: Cheers, Shirley.

W: Cheers, Paul. What a lovely place for a business lunch. I hope I can concentrate in this heat.

M: I will sure you will when I tell you about my ideas.

W: You know, I must say I was pleased to hear from you, but from what you said on the phone, everything is so sudden.

M: Well, my father-in-law, who is also the managing director of J.R. Motives, has given me two weeks to prepare a report on the possibility of moving into the export market.

W: Ah, now, just one thing Paul. Have you really thought the whole idea through?

M: Of course I have.

W: Now the key thing in the whole operation is to get a good import agent, and you say the bank will help?

M: I'm almost sure of it.

W: Preliminary studies are very good, Paul. But if the product can't sell, then there's little use in expanding the factory.

M: Yes, I realize that, Shirley. But we have a very good product. The chief designer

has just completed a new improved model.

W: I know your bikes have a very good reputation here, but you have to build up a reputation and mark it in Africa.

M: Yes, of course. But the immediate problem is that my father-in-law wants a detailed report by next Monday. Two weeks isn't enough time to prepare a report, so I need your help.

W: OK, Paul, you've convinced me. I must say I admire your determination.

12. Where does the conversation most probably take place?
13. What do we learn about the men's father-in-law?
14. What does the woman think is important in the whole operation?
15. What does the woman admire in the man?

Section C

Passage One

Scientists understand how twins are born. Now though, they are trying to explain how being half of a biological pair influences a twin's identity. They want to know why many identical twins make similar choices even when they don't live near each other. For example, Jim Springer and Jim Louis are identical twins. They were separated when they were only 4 months old. The two Jims grew up in different families and did not meet for 39 years. When they finally met, they discovered some surprising similarities between them. Both men were married twice. Their first wives were named Linda, and their second wives were both named Betty. Both twins named their first sons James Allen. Scientists want to know what influences our personality. They study pairs of identical twins who grew up in different surroundings, like Jim Springer and Jim Louis. These twins help scientists understand the connection between environment and biology. Researchers at the University of Minnesota, studied 350 sets

of identical twins who did not grow up together. They discovered many similarities in their personalities. Scientists believe that personality characteristics such as friendliness, shyness and fears are not a result of environment.

These characteristics are probably inherited. Scientists continue to study identical twins because they are uncertain about them and have many questions. For example, they want to know “Can twins really communicate without speaking?” “Can one twin really feel another twin’s pain?” Perhaps with more research, scientists will find the answers.

16. What are scientists trying to explain according to the passage?
17. What do we learn about the twin Jims?
18. Why are scientists interested in studying identical twins raised in different families?

Passage Two

Today I’m going to talk about tents. Camping is still one of the cheapest ways of having a holiday. And each year, over three million people take camping vacations, either here in Britain or abroad, mostly on the Continent. Obviously, camping can’t be as comfortable as living in a permanent house, but modern tents can be very comfortable indeed, with windows, bedrooms, kitchens and sitting rooms. The most popular tent sold in Britain is the frame tent with two bedrooms and sleeping accommodation for four people. There is usually an outer tent of water-proofed fabric and a lighter inner tent or tents with a built-in groundsheet. The outer tent fits over the frame work, this is made of metal poles which are fitted together. The inner tent is attached to this frame. Generally, the inner tent is about half the area of the outer tent. The other half of the outer tent is the living area. This doesn’t usually have a groundsheet but you can buy one to fit, though it costs extra. The ordinary 4-bed frame tent doesn’t usually have a separate kitchen area, but the larger ones often do. You can buy a kitchen extension for many tents, and it’s worth buying one if you plan to stay camping in one place for more than a few days.

19. What does the speaker say about camping?
20. What does the passage tell us about the most popular tent sold in Britain?
21. What does the speaker suggest buying if you plan to stay camping in one place for more than a few days?

Passage Three

Andorra, one of the smallest countries in the world, is located high in the mountains between France and Spain. The country covers only 179 square miles. That is less than half the size of New York City. High, rocky mountains surround Andorra. Until the 1930s, travelers had difficulty reaching the country. Up until that time, people in Andorra lived the way they had lived for centuries. Most Andorrans worked as farmers. Things did not change quickly. When roads were built from France and Spain to Andorra in the 1930s, life picked up speed. Tourists began to visit the small country, these tourists brought in a lot of money to spend while visiting. Many people in Andorra found new jobs in shops or hotels. These changes helped to keep young people in Andorra. There were many more jobs than before the roads were built. Today tourists provide 80 to 90 percent of Andorra's income. More than a million people visit each year, they come to view the rough mountains, they enjoy the quiet way of life. Most people are also interested in the ancient buildings. There are many shops for tourists to browse in. Clothes, watches, wines and other items are sold at low prices in Andorra. Import fees are low, so tourists enjoy the inexpensive shopping. Most of the businesses in Andorra are owned by its citizens. There are not many foreign businesses. Some Andorrans still farm and raise sheep and cattle. But most are now involved with the tourist trade.

22. How big does the speaker say Andorra is?
23. What can be said about Andorra before the 1930s?
24. What event changed the situation in Andorra?
25. What do most people in Andorra do nowadays?

Section A

News Report One

A 16th century castle in Scotland is close to collapsing after lumps of soil were washed away by floods, threatening its foundations. On Sunday, the castle's owner John Gordon, 76, was forced to move out of his property after the River Dee swept away about 60 feet of land, leaving the castle dangerously close to the river, according to the Scottish Daily Record. Abergeldie Castle, located in Aberdeenshire, Scotland, was built by Sir Alexander Gordon of Midmar who later became the Earl of Huntly. The castle, which is located on 11,700 acres, was leased to members of the royal family between 1848 and 1970, including King Edward VII and George V. The Scottish Environment Protection Agency has issued more than 35 flood warnings covering several regions, as Scotland continues to clean up after Storm Frank hit the country last Wednesday. "This means that rivers will rise more slowly, but then stay high for much longer," the environmental agency said.

1. Why did John Gordon move out of the Abergeldie Castle?
2. What happened in Scotland last Wednesday?

News Report Two

Rescue efforts were underway Thursday morning for 17 miners who were stuck in an elevator below ground at a Cargill rock salt mine near Lansing, New York,

according to Marcia Lynch, Public information officer with Tompkins County's Emergency Response Department. Emergency workers have made contact with the miners via a radio, and they all appear to be uninjured, said Jessica Verfuss, the emergency department's assistant director. Crews have managed to provide heat packs and blankets to the miners so that they can keep warm during the rescue operation, Verfuss said. Details about what led to the workers' being trapped in the elevator weren't immediately available. The mine, along New York's Cayuga Lake, processes salt used for road treatment. It produces about 2 million tons of salt that is shipped to more than 1,500 places in the northeastern United States. The rock salt mine is one of three operated by Cargill with the other two in Louisiana and Ohio.

3. What does the news report say about the salt miners?
4. What did the rescue team do?

News Report Three

The U.S. Postal Service announced today that it is considering closing about 3,700 post offices over the next year because of falling revenues. Facing an \$8.3 billion budget deficit this year, closing post offices is one of several proposals the Postal Service has put forth recently to cut costs. Last week, for example, Postmaster General Pat Donahoe announced plans to stop mail delivery on Saturdays, a move he says could save \$3 billion annually. "We are losing revenue as we speak," Donahoe said. "We do not want taxpayer money. We want to be self-sufficient. So like any other business, you have to make choices." Dean Granholm, the vice president for delivery and post office operations, said the first waves of closings would begin this fall. He estimated that about 3,000 postmasters, 500 station managers and between 500 and 1,000 postal clerks could lose their jobs.

5. What is the U.S. Postal Service planning to do?
6. What measure has been planned to save costs?
7. What will happen when the proposed measure come into effect?

Section B**Conversation One**

M: Mrs. Hampton, we've got trouble in the press room this morning.

W: Oh dear, what about?

M: One of the press operators arrived an hour and a half late.

W: But that's a straightforward affair. He will simply lose part of his pay. That's why we have a clock in system.

M: But the point is the man was clocked in at 8 o'clock. We have John standing by the time clock, and he swears he saw nothing irregular.

W: Is John reliable?

M: Yes, he is. That's why we chose him for the job.

W: Have you spoken to the man who was late?

M: Not yet. I thought I'd have a word with you first. He's a difficult man, and I think there's been some trouble on the shop floor. I've got a feeling that the trade union representative is behind this. The manager told me that Jack Green's been very active around the shop the last few days.

W: Well, what do you want me to do?

M: I was wondering if you'd see Smith—the man who was late—because you are so much better at handling things like this.

W: Oh, alright. I'll see him. I must say I agree with you about there being bad feelings in the workers. I've had the idea for some time that Jack Green's been busy stirring things up in connection with the latest wage claim. He's always trying to make trouble. Well, I'll get the manager to send Smith up here.

8. What will happen to the press operator who was late for the work according to the woman?

9. What does the man say about John who stands by the time clock?
10. Why does the man suggest the woman see the worker who was late?
11. What does the woman say about Jack Green?

Conversation Two

W: Our topic today is about something that foreigners nearly always say when they visit Britain. It's "Why are the British so cold?" And they're talking about the British personality—the famous British "reserve". It means that we aren't very friendly...we aren't very open.

M: So, do you think it's true?

W: It's a difficult one. So many people who visit Britain say it's difficult to make friends with British people. They say we're cold, reserved, unfriendly...

M: I think it's true. Look at Americans or Australians. They speak the same language, but they're much more open. And you see it when you travel, people—I mean strangers—speak to you on the street or on the train. British people seldom speak on the train, or the bus. Not in London, anyway.

W: "Not in London". That's it. Capital cities are full of tourists and are never friendly. People are different in other parts of the country.

M: Not completely. I met a woman once, an Italian. She'd been working in Manchester for two years, and no one—not one of her colleagues—had ever invited her to their home. They were friendly to her at work, but nothing else. She couldn't believe it. She said that would never happen in Italy.

W: You know what they say—"An Englishman's home is his castle". It's really difficult to get inside.

M: Yeah. It's about being private. You go home to your house and your garden and you close the door. It's your place.

W: That's why the British don't like flats. They prefer to live in houses.

M: That's true.

12. What do foreigners generally think of British people according to the woman?
13. What may British people typically do on a train according to the man?
14. What does the man say about the Italian woman working in Manchester?
15. Why do British people prefer houses to flats?

Section C

Passage One

In college, time is scarce, and consequently, very precious. At the same time, expenses in college pile up surprisingly quickly. A part-time job is a good way to balance costs while ensuring there is enough time left over for both academic subjects and after-class activities. If you are a college student looking for a part-time job, the best place to start your job search is right on campus. There are tons of on-campus job opportunities, and as a student, you'll automatically be given hiring priority. Plus, on-campus jobs eliminate commuting time, and could be a great way to connect with academic and professional resources at your university. Check with your school's careers service or employment office for help to find a campus job. Of course, there are opportunities for part-time work off-campus, too. If you spend a little time digging for the right part-time jobs, you'll save your time—when you find a job that leaves you with enough time—to get your school work done, too. If you are a college student looking for work but worried you won't have enough time to devote to academic subjects, consider working as a study hall or library monitor. Responsibilities generally include supervising study spaces to ensure that a quiet atmosphere is maintained. It's a pretty easy job, but one with lots of downtime which means you'll have plenty of time to catch up on reading, do homework or study for an exam.

16. What does the speaker say about college students applying for on-campus jobs?

17. What can students do to find a campus job according to the speaker?
18. What does the speaker say is a library monitor's responsibility?

Passage Two

Agricultural workers in green tea fields near Mt. Kenya are gathering the tea leaves. It is beautiful to see. The rows of tea bushes are straight. All appears to be well. But the farmers who planted the bushes are worried. Nelson Kibara is one of them. He has been growing tea in the Kerugoya area for 40 years. He says the prices this year have been so low that he has made almost no profit. He says he must grow different kinds of tea if he is to survive. Mr. Kibara and hundreds of other farmers have been removing some of their tea bushes and planting a new kind of tea developed by the Tea Research Foundation of Kenya. Its leaves are purple and brown. When the tea is boiled, the drink has a purple color. Medical researchers have studied the health benefits of the new tea. They say it is healthier than green tea and could be sold for a price that is three to four times higher than the price of green tea. But Mr. Kibara says he has not received a higher price for his purple tea crop. He says the market for the tea is unstable. And he is often forced to sell his purple tea for the same price as green tea leaves. He says there are not enough buyers willing to pay more for the purple tea.

19. Why have tea farmers in Kenya decided to grow purple tea?
20. What do researchers say about purple tea?
21. What does Mr. Kibara find about purple tea?

Passage Three

Today's consumers want beautiful handcrafted objects to wear and to have for their home environment. They prefer something unique and they demand quality. Craftsmen today are meeting this demand. People and homes are showing great change as more and more unique handcrafted items become available. Handicrafts are big business. No longer does a good craftsman have to work in a job he dislikes all

day, and then tries to create at night. He has earned his professional status. He is now a respected member of society. Part of the fun of being a craftsman is meeting other craftsmen. They love to share their ideas and materials and help others find markets for their work. Craftsmen have helped educate consumers to make wise choices. They help them become aware of design and technique. They help them relate their choice to its intended use. They often involve consumers in trying the craft themselves. When a group of craftsmen expands to include more members, a small craft organization is formed. Such an organization does a lot in training workshops in special media, crafts marketing techniques, crafts fairs and sales, festivals, TV appearances and demonstrations. State art councils help sponsor local arts and crafts festivals which draw crowds of tourist consumers. This boosts the local economy considerably because tourists not only buy crafts, but they also use the restaurants and hotels and other services of the area.

22. What does the speaker say about today's consumers?
23. What does the speaker say about good craftsmen in the past?
24. What do craftsmen help consumers do?
25. Why do state art councils help sponsor local arts and crafts festivals?

Section A

News Report One

Automakers and tech companies are working hard to offer the first true self-driving car, but 75% of drivers say they wouldn't feel safe in such a vehicle. Still, 60% of drivers would like to get some kind of self-driving feature, such as automatic braking or self-parking, the next time they buy a new car. The attitudes are published in a new AAA (Triple A) survey of 1,800 drivers. Advocates of self-driving cars argue they would be safer than cars driven by humans because they wouldn't get distracted or drive when tired. But those surveyed by AAA say they trust their own driving skills. Many feel the technology is too new and unproven. John Nielsen, AAA's managing director of automotive engineering and repair, said tests suggest drivers may be overestimating their own abilities. He also believes they will be more likely to trust self-driving cars as they become more familiar with features such as automatic braking or parking. He estimated that the "comfort level" will increase considerably in five to ten years.

1. What is the finding of the AAA survey?
2. What does John Nielsen say about self-driving cars?

News Report Two

One dog has been killed and multiple dogs have been injured by a snowmobile

driver in what appears to be an intentional attack on competitors in the Iditarod Race in Alaska. Aliy Zirkle was the first to report an attack. A snowmobile driver had repeatedly attempted to harm her and her team, and one of Zirkle's dogs had received a non-life-threatening injury. Zirkle reported the attack when she arrived in Nulato, Alaska, in the early hours of the morning. Then Jeff King, a four-time champion, reported a similar attack. His team was hit by a snowmobile driver, injuring several dogs and killing a 3 year old male dog. Reporter Zachariah Hughes says that neither King nor Zirkle was injured. Although this incident very much alters the race of the two participants competing for a win, both are going to continue on their way toward the finishing line. Alaska State Troopers released a statement saying they've arrested Arnold Demoski, 26. He faces a trial on several charges.

3. What is the news report mainly about?
4. What do we learn about Jeff King?

News Report Three

A tour boat turned over off the coast of Nicaragua, killing at least 13 people and leaving more passengers missing, officials said. The boat was carrying 32 people—25 Costa Ricans, four Americans and three Nicaraguans. The 13 dead were all Costa Rican, the foreign ministry said.

The boat, traveling between Nicaragua's Big Com Island and Little Com Island, turned over Saturday near the larger island. Some passengers remain missing, the Costa Rican foreign ministry said, but did not specify how many. A local radio said an unspecified number of people were rescued, including the tour boat's owner, Hilario Blandon. Nicaraguan naval authorities had banned sea travel in the area because of bad weather and strong winds, but the tour boat proceeded anyway. Blandon, the boat's owner, has been arrested by Nicaraguan authorities, the state-run news agency said. Both he and a crew member, are being investigated for unintentional murder and exposing people to danger, according to police.

5. What happened to the tour boat sailing off the Nicaraguan coast?
6. How many people was the boat carrying?
7. What do we know about the owner of the boat?

Section B

Conversation One

M: Hi, Susan! You're looking very smart today.

W: I always look smart, James. Actually I'm on my way to a job interview.

M: What job? Oh, you mean for the summer holidays?

W: Yeah, there is only two weeks to go. I've got a second interview with that big foreign accountancy firm in the city center. You know the one.

M: That's fantastic!

W: The work is just helping out with the data input, you know, but the pay isn't too bad. It might suit you too. I know they have released two temporary positions available. And I don't think they have anyone else yet.

M: Um, if they take you on, tell them you know a friend who'd be really good too. I really need the money and the experience will look good on my resume. Maybe we'll be working together, the dream team.

W: OK, we'll do. If the boss likes me, I'll mention it. It will be good to have someone around who I know. I'll phone you afterwards. But perhaps you should put in an application anyway.

M: Thanks, Susan. That's great! Listen, do you want a lift to the city? I have my dad's car today and nothing else to do this morning.

W: Sure. Thanks, James.

M: Let's go then. The car is over there.

W: By the way, how is your knowledge of accountancy? The interviewer may ask you about it.

M: No problem. I think I can survive. I might just have to review a few accountancy terms. Maybe you can give me a practicing interview first.

W: Of course. Let's go then. Don't want to be late!

8. Where will Susan probably get a job?

9. What will Susan's future job involve?

10. Why does James want the job in that company?

11. What does James say he will have to do to prepare for the interview?

Conversation Two

W: There is new data out today that confirms that many Americans are not good at math. And when it comes to everyday technology skills, we are did last compared to other developed countries. Here is Gabriele Emanuel of National Public Radio.

M: Let's start with the bad news that Americans are terrible at technology skills, using email, naming a file on the computer, using the link on a webpage or just texting someone.

W: No country scored below the U.S.?

M: Only one country, Poland performed as poorly as we did. Who came out the first? Japan did the best and then Finland. If you look at data about reading and math, you'll notice something interesting. Younger adults who went to college or graduate school were doing pretty well. In literacy, they were actually doing better than the peers in any other countries.

W: So that's a bit of good news!

M: But when you look at Americans who have a high school diploma, they look a lot like other countries' high school dropouts. We have a lot of work to do. That's especially true when it comes to math. You go to the store and there is a sale. Buy one, get the second one, half off. You decide to buy two, how much do you pay?

W: You mean high school graduates cannot do this task in general?

M: You are right. What does that tell us about our education system? Well, it tells us that we need to think about the preparedness of our students as they are leaving high school.

W: Right. And schools, employers, in fact, we all need to do something about it. Thank you, Gabriel.

12. What does the man say about Americans?

13. Who performed the best in technology skills according to the man?

14. In what aspect did American college students perform well?

15. What do we learn from the conversation about American high school education?

Section C

Passage One

Wild carrots probably evolved with the other flowering plants, about 360 million years ago. Like apples, carrots are native to Central Asia. That's why horses, which also come from Central Asia, like both apples and carrots so much. With wild carrots, the roots are white, small and skinny, so we have to pick a lot of wild carrots to get enough to eat. Doctors used carrot seeds and roots as medicine, on the theory that foods that taste bad must be good for you. Around 800 AD, people in Central Asia, managed to develop a new kind of carrot—a purple carrot that attracted more interest from international traders. Then in the late 1500s, food scientists in the Netherlands cultivated large, straight, sweet, red carrots like the ones we eat today, but people still mostly fed carrots to horses, donkeys and pigs, and didn't eat them themselves. In the 1600, people in China used carrots as medicine, but they also ate carrots boiled in soup. The red color was popular for Chinese New Year celebrations. But carrots

got their biggest boost during the two World Wars when food shortages force people to eat them and governments told everyone how healthy carrots were. Today, cooler countries grow most of the world's carrots. Machines do most of the planting and picking. And carrots are easy to store and ship, so they are cheap almost everywhere.

16. What do we learn from the talk about wild carrots?
17. What does the speaker say about carrots in the late 1500s?
18. Why did people turn to carrots for food during the two world wars?

Passage Two

Catherine loved Facebook. With Facebook she could stay connected with her family no matter how far away they were. She could see their photos and read their status updates. With Facebook she could keep her relatives up to date on what she was doing. Another thing Catherine loved about Facebook was that she didn't have to think about time zones when updating family. Whenever she called her parents or other relatives, she always had to think about the time difference so that she wouldn't wake someone up or call when she knew they were in church.

Facebook was so convenient. When Catherine joined Facebook, some of her classmates at high school started to add her as a friend. At first, this didn't bother her. She loved learning about the success of people she knew when she was just a teenager. She loved finding out people were getting married, having babies and traveling. Soon, however, Catherine found herself comparing herself with the people she was reading about on Facebook. It began to make her feel bad that some people seemed to be doing so much better than she was. She was also spending a lot of time on Facebook. It took a lot of time and energy to keep up with everyone's status updates. Catherine started to think. She looked at the list of over 500 friends she had on Facebook and realized some of them were not really friends at all.

19. What was one particular convenience Catherine loved about Facebook?
20. How did Catherine feel when her classmates added her as a Facebook friend?

21. What made Catherine feel bad about herself later on?

Passage Three

Do you know where a mule comes from? It is the child of a donkey and a horse. Mules have strong muscles like horses, but they eat less, can work longer, and are gentler, like donkeys. George Washington was the first person in the United States to own mules. He had heard that mules made good farm animals and he contacted the US ambassador in Spain to ask about them. In 1785, King Charles III of Spain sent Washington a male donkey as a gift. That male donkey became the father of the mule industry in the US. Every April, Maury County holds a Mule Day celebration. Held in Columbia, Tennessee, Mule Day had its beginning as “Breeder’s Day” in the 1840s. Farmers and farm animal breeders would bring their animals to market every April to show, buy, and trade. This was an important business before the days of tractors, when many families made a living from farming and mules were used as work animals. Eventually, tractors began to replace mules, making them less in demand. A parade was added to Mule Day in 1934 to attract more people. Over the years other activities have been added and today more than 200,000 people show up each year to watch and participate. If you visit during Mule Day celebrations, you might see mule-driving contests, square dances, horse shows, or even tree-cutting competitions.

22. What does the speaker say about mules?

23. What do we learn about the donkey which is said to be the father of the U.S. mule industry?

24. What did farmers usually do on Mule Day in the 1840s?

25. What made mules less in demand in America?

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